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ABSTRACT

During fall 1986, a series of seven regional workshops were conducted for community college full- and part-time occupational and consumer and home economics instructors in California. The workshops were attended by a total of 319 instructors, 36 students, and 30 to 40 host college administrators and students. The workshops were designed to expand understanding of and commitment to the Community College Home Economics Program Plan, a guide for the development of home economics courses and programs in five areas of specialization (i.e., Child Development, Family Studies and Gerontology, Fashion, Interiors, Life Management, and Nutrition and Food); to provide implementation strategies which would be applicable to individual college settings; and to review strategies for recruiting and serving disadvantaged, limited-English speaking, handicapped, and single-parent students. The final report on the project includes: (1) financial information on the project; (2) a list of objectives; (3) a chart showing anticipated and actual outcomes corresponding to each project objective, including a profile of participants and evaluation data; (4) a list of major activities; (5) a summary of information dissemination efforts; (6) a report on internal evaluation activities and results; (7) observations and recommendations; and (8) promotional materials. (LAL)

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Community College Home Economics
Regional Workshops

INSERVICE FOR OCCUPATIONAL AND CONSUMER AND HOME ECONOMICS INSTRUCTORS

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Project Number 111-6-985

A report of regional workshops for community college home economics instructors held during the fall 1986

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MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT

INSERVICE FOR

OCCUPATIONAL AND CONSUMER AND

HOME ECONOMICS INSTRUCTORS

Project Number III-6-985

May 26, 1986 - February 28, 1987

Sponsored By:
MT. SAN ANTONIO COLLEGE
in cooperation with the
CHANCELLOR'S OFFICE,
CALIFORNIA COMMUNITY COLLEGES

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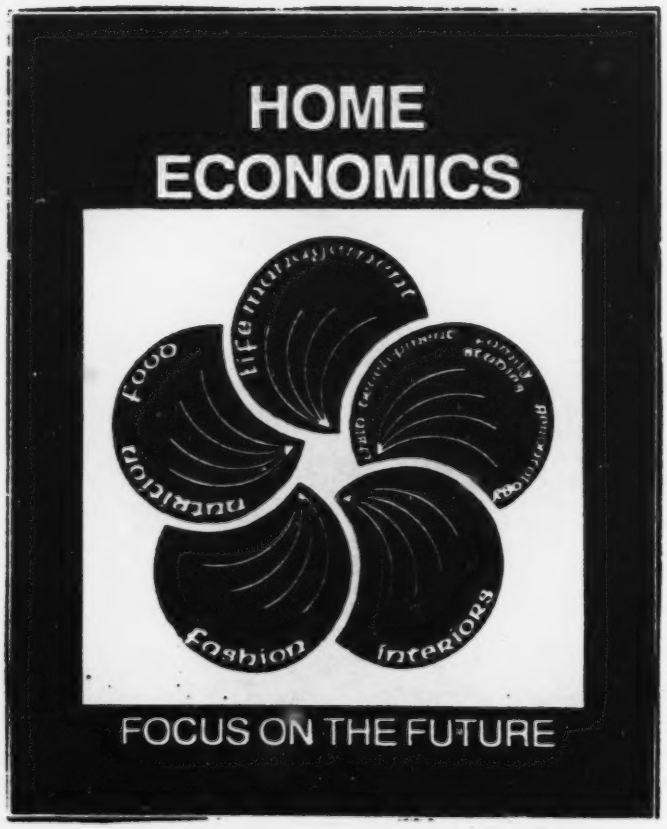
HOME
ECONOMICS
food
nutrition
fashion
interiors
FOCUS ON THE FUTURE

EXECUTIVE SUMMARY

The INSERVICE FOR OCCUPATIONAL AND CONSUMER AND HOME ECONOMICS INSTRUCTORS project provided a series of conveniently located regional workshops during the fall of 1986. Workshops were designed for community college full and part-time instructors and other professionals. The workshops were held in seven locations around the state. An eighth workshop was planned, scheduled and promoted, but was cancelled because of insufficient registrations.

319 professionals registered and attended the workshops. In addition, 36 students registered and attended. An estimated 30 to 40 host college administrators and students sat in on part of the workshops. In all, close to 400 individuals from community colleges, high schools, four-year colleges and state agencies attended the workshops. This number constitutes two-thirds of the projected outcome of the number to be served.

Regional workshops had not been sponsored by the California Community Colleges, Chancellor's Office for about seven years. Statewide meetings had been used to interact with and provide inservice for community college home economics professionals. Regional workshops were recommended by the statewide Home Economics/Consumer Education Advisory Committee. The increase in number reached - better than 100% over state meeting attendance - dramatizes the wisdom of the committee's recommendation.

The communication focus for the workshops was to develop commitment to and understanding of the Program Plan for Community College Home Economics. Further, the intent was to provide full and part-time instructors with implementation strategies which would be attainable and practical at their individual college settings.

In addition, the proposal specified that strategies and techniques for recruiting and serving disadvantaged, limited English speaking, handicapped and single parent students and for achieving gender equity should be covered. Teaching strategies was also a focus since the goal was to reach a large number of part-time instructors, many of whom, although expert in the occupational or subject area, have had limited training in teaching strategies and skills.

Consistency in the presentations was essential if the ultimate goal of universal acceptance and understanding of the five home economics subject areas: Child development, Family Studies & Gerontology; Fashion; Interiors; Life Management and Nutrition & Food was to be achieved. A "road show" approach was utilized for the workshops. A small cadre of highly-qualified professionals served as presentors for all seven workshops. A rehearsal prior to the series helped to avoid duplication and overlap and sharpened presentation skills and content.

Although the workshops were considered to be successful, nothing speaks more revealingly than participants' views. Of those completing evaluation forms, 78% rated workshops either Excellent or Good in meeting their objectives for attending; 82.1% said they were Excellent or Good in contributing to knowledge and understanding of the program plan and 84% rated content interest and stimulation as Excellent or Good.

An additional requirement of the project was close coordination with two related projects. One, the CHE Statewide Conference, had been completed prior to funding. However, the Advisory Committee for that project was utilized as a planning resource for the workshops. The other project charged with marketing home economics and the program plan was used extensively as a resource for visual impact and communications theme (workshop folders were the marketing kit folder). The closing general session speaker was the marketing project director and gave participants an overview of the marketing plan and a challenge for action.

FINANCIAL ANALYSIS

Line Item	Description	Overall Budget	Expense	Over (Under)	Title II-B Budget	Expense	Title III-B Budget	Expense
2100	Clerical Salaries	$ 2,700	$ 2,531.22	($168.78)	$ 1,350	$ 1,265.61	$ 1,350	$ 1,265.61
3000	Employee Benefits	$ 3,300	$ 3,257.85	($ 42.15)	$ 1,650	$ 1,628.93	$ 1,650	$ 1,628.92
4XXX	Instruct. Supplies	$ 1,300	$ 1,430	$130	$ 700	$ 772.00	$ 600	$ 658
4XXX	Other Supplies	$ 1,140	$ 1,220.93	$ 80.93	$ 582	$ 620.68	$ 558	$ 600.25
5XXX	Contracts (Services) Subcontractor	$10,500	$10,500	-0-	$ 5,250	$ 5,250	$ 5,250	$ 5,250
	Presentors	$ 5,000	$ 5,000	-0-	$ 2,500	$ 2,500	$ 2,500	$ 2,500
5XXX	Travel Staff	$ 950	$ 954.57	($ 4.57)	$ 475	$ 477.28	$ 475	$ 477.29
	Advisory/Resource	$ 1,200	$ 1,190.99	$ 9.01	$ 600	$ 595.50	$ 600	$ 595.49
	Presentors	$ 4,260	$ 4,264.44	$ 4.44	$ 2,197	$ 2,194	$ 2.063	$ 2,070.44
5XXX	Contracts/Rents	$ 2,628	$ 2,628	-0-	$ 1,314	$ 1,314	$ 1,314	$ 1,314
	Total	$32,978	$32,978	($219.94)	$16,618	$16,618	$16,360	$16,360
	Less Collections	$ 5,205	$ 5,205	$219.94	$ 2,640	$ 2,640	$ 2,565	$ 2,565
		$27,773	$27,773		$13,978	$13,978	$13,795	$13,795
	Indirect @ 8%	$ 2,222	$ 2,222		$ 1,119	$ 1,119	$ 1,103	$ 1,103
	TOTAL	$29,995	$29,995		$15,097	$15,097	$14,898	$14,898

COMMUNITY COLLEGE HOME ECONOMICS REGIONAL WORKSHOPS

OBJECTIVES

Plan and implement a series of convenient, accessible regional workshops for community college home economics and related professionals to:

1. Expand understanding of and commitment to the Community College Home Economics Program Plan.

2. Provide strategies and techniques for:
   - recruiting, enrolling and retaining disadvantaged, handicapped and limited English proficient students and single parents/homemakers.
   - promoting gender equity.

3. Provide effective strategies/techniques for teaching occupational and consumer home economics skills and knowledge.

OBJECTIVES, OUTCOMES & MEASUREMENT

OBJECTIVE: Plan, implement and evaluate a series of no more than eight regional workshops on the comprehensive Program Plan for Community College Home Economics and guidelines for approximately:

- 300 consumer home economics instructors
- 300 home economics occupations instructors.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
• A maximum of eight workshops at convenient, accessible locations.	• Eight workshops were planned, scheduled and publicized at convenient, accessible locations. Seven were completed as follows: San Diego Mesa, September 26; Saddleback, October 2; Mt. San Antonio, October 3; L.A. Mission, October 9; Sequoias, October 10; Butte, November 6 and San Joaquin Delta, November 7. One workshop, San Jose City scheduled for October30, was canceled because of insufficient (17) reservations. The promotional/registration flyer is shown as Appendix A.
• Provide participants with information rationale and implementation guidelines for the Program Plan for Community College Home Economics.	• Workshop presentors were selected on the basis of their expertise with the Program Plan and presentation skills. For consistency, a cadre of ten professionals were selected, trained and scheduled for all eight workshops. The opening general session and the first concurrent sessions focused on the Program Plan. Concurrent sessions covered each of the five home economics subject areas: Child Development, Family Studies and Gerontology; Fashion; Interiors; Life Management and Nutrition and Food. The workshop program and presentors is shown as Appendix B.
• Provide a forum for full-time and part-time home economics staff to share information about programs.	• Networking time was built into the workshop schedule to provide opportunities for community college professionals to share program challenges

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
	and opportunites. Concurrent sessions provided time for interaction/discussion about specific subject area concerns and innovations.
• Reach approximately 300 consumer home economics and 300 home economics occupations instructors.	• A total of 319 professionals registered and attended the workshops, 36 students also registered and attended. In addition, approximately 30 to 40 host college administrators and students sat in on parts of the workshops. A follow-up mailing recapping workshop presentations and discussion was sent to over 500 individuals including: all workshop participants, presentors and clearance officers, home economics contacts at all California community colleges and key home economics educators with high schools and four-year colleges/universities. About 400 individuals were reached through the workshops directly. Significantly more were reached through follow-up contact. Participants indicated in open-ended responses to the question dealling with how they planned to use the information learned through the workshops that they would extend it to others on the staff.
• Evaluate workshops planned and presented for community college home economics instructors and related professionals.	• An evaluation instrument was designed and placed with all workshop participants. 64.6% of participants completed evaluation forms. Table I shows total participants' profile including the % which completed evaluation forms and participant forms (data required by the state for professional development projects.) Evaluation data is shown on Table II for all workshops, Appendix C includes evaluation tabulations for open-ended comments for each individual workshop.

****
* Comparison: Actual and anticipated outcomes compared favorably in all areas *
* with the exception of the target number to be served. The anticipated num- *
* ber of 600 was based on data which showed an estimated 1055 full- and part- *
* time home economics instructors in California community colleges. About 69% *
* were part-time. Regional workshops had not been held for several years, so *
* there was no data available on attendance which might be expected. The *
* number reached was significantly greater than those served through state con- *
* ferences. *
****

TABLE I

PROFILE OF WORKSHOP PARTICIPANTS BY LOCATION

Location	Advance Registration	No Shows	Walk Ons	Total	Part. Form N / %	Eval. Form N / %
San Diego Mesa 9/26	35	3	7	39	35 89.7	21 53.8
Saddleback 10/2	26 (2 verbal)	3	6	29	24 82.75	22 75.86
MSAC 10/3	61	2	9	68	60 88	41 60.29
Mission 10/9	29*	1	1	29	24 82.75	19 65.5
Sequoias 10/10	31	2	3	32	32 100	25 78
Butte 11/6	22	1	3	24	22 91.7	18 75
students	24	(data not accurate)	12	36	25 69	12 33.3
Delta	83**	4	19**	98	81 82.6	60 61.2
Total	287	16	48	319	278 87	206 64.6
	24 stdnts.			36 s	25 s 69	12 s 33.3

* 2 substitutes, 2 sent checks with no advance registrations

** 13 advance registrations received after workshop, shown as walk-ons, one of ten Sacramento City College participants in this group did not show.

In addition, at most workshops from one to three host college administrators attended at least part of the workshop and were not registered. Attendance overall was better than 50% of the projected attendance of 600 and well in excess of 100% over attendance data from statewide conferences.

Note: respondents who work in more than one classification are tallied according to the percent of time they function in each category. For example, a respondent who is an instructor and Department Chair is given 1/2 point under each classification category.

TABLE II

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

SUMMARY OF SEVEN FALL, 1986 WORKSHOPS

Instructions: Please rate each item listed below by checking the response that *best* describes your reaction. Check only *one* rating. Do not mark between ratings or on the line. A Not Applicable column is available for your use if a particular item was not included in the sessions you attended.

Percentage responses

N = 218

Rate each item below:	Keypunch Number	Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments N.R.	Comments D.R.
1. The workshop met your objectives for attending.	1	29.8	48.2	11.0			0.9	9.6	0.5
2. Workshop date and time were convenient.	2	44.0	38.1	13.3	1.4	0.9	0.5	1.8	
3. Workshop location was convenient.	3	54.1	25.2	16.1	0.5	0.9		3.2	
4. Workshop objectives were: • Clearly stated.	4	53.2	31.2	8.3	0.5	1.8		4.5	0.5
• Achieved	5	39.4	35.3	10.5	0.5	0.5		13.8	
5. Content was interesting & stimulating.	6	35.8	48.2	9.6	1.4			3.2	1.8
6. The presentors were well prepared.	7	62.0	30.7	4.1		0.5		1.8	0.9
7. The workshop contributed to your knowledge & understanding of how to implement the CCC Home Economics Program Plan.	8	42.7	39.4	10.0	1.4	0.5	3.7	2.3	
8. Information presented was applicable to your teaching specialization(s).	9	31.2	39.0	18.8	0.5		6.0	4.5	
9. Instructional resources/references & displays were current & relevant.	10	34.9	37.2	12.4	2.3	1.8	0.9	10.5	
10. You gained new ideas for program planning: • Curricula revision.	11	34.9	32.1	17.9	1.4	1.4	5.9	5.9	0.5
• Course modification.	12	29.4	31.6	13.8	1.8	0.9	5.9	16.1	0.5
11. New teaching strategies/techniques introduced were applicable to your classes.	13	32.1	29.3	16.5	2.3	0.5	9.2	9.2	0.9
12. Techniques introduced helped you: • Meet the needs of disadvantaged/ limited English speaking/handicapped.	14	9.7	14.2	23.4	4.1	3.2	28.9	16.5	
• Promote gender equity.	15	10.1	17.0	19.3	7.8	2.7	20.2	22.9	
• Meet the needs of single parents/ homemakers.	16	9.6	18.8	18.4	4.1	1.4	26.6	21.1	
• Improve & expand working relationships with business & industry.	17	18.4	26.2	17.3	3.2	3.2	15.6	16.1	

What helped you most about this workshop? 158 responses

What was least helpful? 67 responses

How do you plan to use the information you learned? 118 responses

Which do you prefer? 82½ Regional Workshops 51 Statewide Conferences 37½ Alternate

1 Local
1 Statewide & Alt.
7 Both
1 No Opinion
37 No Response

Please list any suggestions you have for future workshops: (Use back of sheet) 13 responses

Please check the appropriate descriptions below:

196 Female
10 Male 12 N.R.

Institution:
172 Com. College
16 High School
12 4 Yr. College
6 Other (Describe)
12 N. R.

Classification: see note at top of page
166 Instructor
15 Dept./Div Chair
8 Administrator
½ Counselor
14½ Other (Describe)
14 N. R.

If instructor, please complete the following:

Teaching Specializations
59 Child Dev/Family Studies/Gerontology
71 Fashion
25 Interiors
20 Life Management
56 Nutrition & Food
2 Other (Describe)
2 N.R.

18 Occupational
27 Cons/H.E.
66 Part-time
80 Full-time
1 Contract
27 N. R.

****

* Measurement: An evaluation instrument was designed, placed and data were tabulated and analyzed while workshops were in process and at the end of all seven workshops. Presentors were apprised of results and modifications, where warranted were made in presentations. Of participants completing evaluation forms, 82.1% rated workshops Excellent or Good in contributing to knowledge & understanding of how to implement the CCC Home Economics Program Plan. Open-ended comments about what helped most about the workshops often made reference to time for networking. In response to the question, "How do you plan to use the information you learned?", many respondents gave specific information about what implementation steps would be taken.

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OBJECTIVE: Provide home economics instructors with effective teaching strategies/techniques for occupational home economics and CHE skills and knowledge.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
• Effective teaching strategies/techniques would be incorporated into the workshop program. Strategies would apply to both CHE and occupational skills and knowledge.	• Teaching strategies/techniques was the subject for one concurrent session, and was backed with single parent/homemaker and gender equity. This recommendation came from the CHE Conference Planning Committee (Home Economics Professional Development Committee). The recommendation was based on the premise that full-time instructors would have limited interest in teaching strategies and the topic would have more widespread appeal for part-time instructors. Emphasis was on CHE/HERO. Note: In practice, a significantly greater number of teachers selected teaching strategies over the alternate choice for concurrent sessions.

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* Comparison: Actual and anticipated outcomes compared favorably. *

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* Measurement: Of participants completing evaluation instruments, 61.4% rated "New teaching strategies/techniques introduced were applicable to your classes as Excellent or Good. A significant number, 18.4% indicated Not Applicable or did not respond. This can be explained through the back-to-back session. Open-ended responses regarding teaching tegies (noted under what was most and least helpful) listed teaching strategies.

****

OBJECTIVE: Provide home economics occupational and CHE instructors with strategies and techniques for recruiting, enrolling and retaining special needs (disadvantaged, handicapped and limited English proficient) students and single parents/homemakers and for promoting gender equity.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
• Participants would be provided with strategies and techniques for: recruiting and enrolling special needs students (disadvantaged, handicapped and limited English speaking).... reaching single parents/homemakers... promoting gender equity.	• Program content included strategies and techniques for: recruiting and enrolling special populations (disadvantaged, handicapped and limited English proficient students) as a part of the home economics subject area discussions... reaching single parents/homemakers and promoting gender equity as a concurrent session (backed with teaching strategies).

****
* Comparison: Actual and anticipated outcomes compared favorably in that *
* emphasis was given these areas through program design and content. *
* Since participants were given a choice of sessions, not all participants re- *
* received emphasis on gender equity and single parent/homemaker. *
****

****
* Measurement: Of participants completing evaluation instruments, 23.9% ra- *
* ted as Excellent or Good "Techniques introduced helped you: Meet needs *
* of disadvantaged/limited English-speaking/handicapped." A significantly *
* high % - 45.4 marked Not Applicable or did not respond to this item. Al- *
* though presentors were mindful of the priority focus for this area, high- *
* est priority attention was directed toward discussion of the subject area *
* of the plan and implementation guidelines which could tend to dilute the in- *
* formation on special populations from both the presentor and participant *
* standpoint. One concurrent session focused on strategies and techniques *
* for reaching single parents/homemakers and for promoting gender equity. *
* This session was less well attended than the one dealing with teaching *
* strategies. 27.1% of participants completing evaluation forms noted the *
* "Techniques introduced helped: Promote gender equity" as Excellent or *
* Good, 43.1% indicated the item was Not Applicable or did not respond. In *
* regard to single parent/homemaker, 28.4% of respondents rated strategies *
* introduced as Excellent or Good and 47.7% marked Not Applicable or did *
* not respond. Significant for these three items were the % which rated in- *
* formation presented as Adequate - 23.4% for disadvantaged/limited English- *
* speaking and handicapped; 19.3% for gender equity and 18.4% for single *
* parent. This could also indicate that participants attending the session *
* were not completely satisfied with the emphasis given these priorities. *
****

OBJECTIVE: Provide information on meeting Department of Health Services, Licensing & Certification Division requirements for approved community college courses for Dietary Service Supervisor.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
• This was an add-on objective not planned for in the initial proposal. The regional workshops enabled colleges needing information on approved courses or on qualifying for approval the opportunity to attend such workshops. Since this was an add-on objective, there were no identified measureable anticipated outcomes. Rather, this was a service to workshop participants.	• Dietary Service Supervisor Course Workshops were made available at four sites: San Diego Mesa, L.A. Mission, Sequoias and San Joaquin Delta and were conducted by D.H.S. Nutrition Consultants. Participants represented 29 agencies - 27 community colleges/districts, one California State University campus and the State Department of Education. Interest demonstrated through participation sufficiently showed the need for such information. Target groups - colleges which currently were approved to offer courses - interestingly were not 100% represented. Colleges/districts represented included: Allan Hancock, American River, Bakersfield, Chaffey, El Camino, Grossmont, Los Angeles CCD, L.A. City, L.A. Mission, Long Beach City, Merced, Merritt, Modesto, Monterey Peninsula, Ohlone, Orange Coast, Palomar, Porterville, Redwoods, San Diego East Center, S.D. City, S.D. Mesa, San Francisco City, San Joaquin Delta, Santa Rosa, Sequoias, Sierra and Yuba.

****
* Comparison: Since this was an add-on objective, actual outcomes exceeded *
* advance project planning and participataion level was a positive indicator of *
* interest. There is no data on number of colleges which proceeded with the *
* implementation of refining existing or seeking approval for new courses. *
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* Measurment: These workshops were not included as an evaluation item on the *
* instrument. Participants attendance level, college/district representation and *
* interest/enthusiasm were positive indicators of the value. *
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MAJOR ACTIVITIES

- Reviewed existing data and planned project strategies and time lines.

- Met with project manager, Richard Wright; project monitor, Patricia Stanley and project resource, Marjorie Chitwood-Burri to design strategy for project and adjust the timeline to compensate for delayed funding (March 1, 1986 to May 26, 1986).

- Contacted directors of two related projects to determine activities which should be coordinated and implication for workshop content, design and scheduling. The CHE statewide conference had been completed, so utilization of that activity to promote and publicize the regional workshops was not attainable.

- Met with Department of Health Services, Licensing & Certification Division, Nutrition Consultant Nemesia Reyes to plan for Dietary Service Supervisor Course Workshops to be included in the regional workshop planning.

- Conducted an informal survey of key Program Plan for Community College Home Economics Task Force leaders to determine field interest/concerns for workshop content, schedule and locations. Summarized information for discussion with the CHE Conference Advisory Committee (Home Economics Professional Development Advisory Committee).

- Met with the Home Economics Professional Development Advisory Committee in San Diego, June 9, to present proposed plans for regional workshops and solicit input for planning and support for participation. Summarized input and forwarded to conference project director for inclusion with minutes.

- Based on input, identified potential host colleges for workshops and a master schedule. Confirmed sites for eight workshops and developed guidelines.

- Identified and contacted potential presentors for workshops. Provided each presentor with an outline of the proposed workshop program and content for individual sessions.

- Met with Home Economics Professional Development Committee and presentors to present workshops master plan, publicity and related information.

- Prepared and placed publicity released with the following: California Home Economics Association Contempo, community college Compendium and a flyer for distribution at the state Department of Education statewide leadership conference for home economics teachers in August. Prepared a statement for the project manager and California Community College Administrators of Occupational Education president-elect, to present to the CCAOE Board to gain organizational support for participation and use of Title II, Part B and III, Part B funds to cover attendance costs. (Shown as Appendix D.)

- Mailed promotional flyer and registration form to all community colleges including the following at each site: president, instructional and occupational administrator (the CCCAOE endorsement letter was included with these mailings), the key home economics contact. Teacher educators at four-year colleges/

universities and secondary home economics leaders also received the flyer/ registration information. (Shown as Appendix A.)

- Obtained clearance for participation of presentors from identified college administrators.

- Scheduled and coordinated a rehearsal for workshop presentors. Based on the experience and critique of content/presentation refinements were made.

- Contacted colleges/departments/agencies recommended for the resource showcase. Collected materials and planned display. (See appendix E.)

- Processed and confirmed workshop applications and registration fees. Developed master list of participants and session selection. Distributed information to host college contact and presentors.

- Coordinated facilities requirements and food service.

- Provided leadership to key area professionals to recruit participants for workshops, including the development of follow-up personalized mailings.

- Coordinated travel, hotel accommodations, etc. for workshop presentors.

- Conducted workshops in seven locations, conferred with principals to reach decision to cancel eighth workshop because of low enrollments. San Jose had 17 participants registered. It was determined the count was too low to proceed.

- Maintained close contact with the project monitor, manager and resource to make major decisions and alternate plans for workshops as they progressed. Prepared a proposal for alternate approaches to workshops after the first workshop, (San Diego Mesa), when it became apparent that attendance could be a problem. Presented the proposal to the presentors for a decision base. Adjusted plans in concert with key personnel to accommodate participant choices for session attendance. These included such adjustments as cancellation of the Life Management and Interiors Sessions at L.A. Mission and the Interiors Session at Sequoias.

- Processed and analyzed evaluation data, participant profiles and comments after each workshop and discussed these data with presentors for modification/ change or reemphasis of sessions.

- Prepared and placed monthly reports for Mt. San Antonio College and two progress reports for the Chancellor's Office, California Community Colleges. Progress reports were prepared in July and October. A January report was not prepared because of the timing for project completion and the final report.

- Planned, designed and placed a follow-up mailing for all workshop participants, for the home economics contact at each community college (whether a representative had attended the workshops or not), for key home economics educators at the secondary and four-year college levels and to presentors and clearance officers. In all, over five-hundred copies were mailed. Content included an

abstract of each presentation, a summary of significant resources and future dates and other pertinent information. The Home Economics Workshops Wrap is shown as Appendix F.

- Developed a revised budget to reflect reduced collections over what had been projected and increased costs for presentors' honoraria.

- Prepared a final report and completed project close-out.

PARTICIPANT SUMMARY

All workshop participants were asked to complete a Home Economics Regional Workshops Participants Form which is a requirement of funded professional development projects. Experience with past projects had shown how difficult it was to gain a high percent of completion of these forms by workshop participants. To work toward 100% completion, which was the goal, forms were completed and collected during the first concurrent sessions of the workshops.

Since these were subject matter sessions, this was viewed as being an ideal time to accomplish completion of the participant forms. Subject matter always has a high interest level. And, since the sessions were early in the workshop schedule, participants who might leave early would still be present. As Table I shows, the completion rate was 87%. This figure includes student and professional participants.

Consistent definitive data on participants is not available from the forms because of varying perceptions about some descriptors, e.g., the wide range of perceptions about the college setting. Of five respondents from Allan Hancock College, two checked Urban, one checked Suburban, 100,000 surrounded by rural and two checked Rural with one noting (40,000). Respondents with more than one assignment responsibility checked both and some respondents failed to check every appropriate item. Responses to the items requested by the state are shown on the following pages.

DISSEMINATION

Presidents, instructional and occupational administrators and home economics contacts at 106 community colleges received information about the schedule and content for the eight workshops. In addition, publicity/registration information was sent to four-year college/university teacher educators and key secondary home economics educators. Subscribers to the Compendium and the CHEA Contempo were exposed to publicity about the workshops through press releases. Release information was also sent to key home economics leaders in the host communities. Participants in the SDE sponsored Leadership and Management Conference were provided with a flyer publicizing the workshops. The follow-up mailing was sent to an audience of over 500. Workshop participants were encouraged to share information gained with colleagues. The final report will be placed with VOICE and ERIC.

VOCATIONAL EDUCATION PERSONNEL TRAINING

PARTICIPANT SUMMARY FORM

1) Title of Project Inservice for Occupational and Consumer and Home Economics Instructors.

2) Name and Address of District, College, or School

Mt. San Antonio Community College District

1100 North Grand Avenue, Walnut, CA 91789

3) Name of Project Director and Title Richard Wright, Administrative Dean, Occupational Programs, Project Manager; Shirley McGillicuddy, subcontractor.

4) Project Number III-6-985

	N/Total	N/Total completing forms
5) Total Number of Participants (Unduplicated count)	318 prof. 36 stud.	253 prof. 25 stud.
6) Total Participant Hours (Total number of hours of conducted training actually attended and totaled for all participants)	1272 prof. 108 stud.*	1012 prof. 76 stud. *

* estimate ½ of students attended only 2 hours of 4 hour workshop

Please Classify the Total Number of Participants by the Following Types:

7) See chart on following page

PARTICIPANTS	American Indian		Black		Chicano		Oriental		White & All Others		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Teacher											
Supervisor											
Paraprofessional											
Counselor											
Administrator											
Media Specialist											
County Staff											
State Staff											
Other (Specify)											
TOTALS											

8) LEVEL

Junior High _____ ROP/C _____ Community College 244

High School 24 Adult _____ Other (Specify) 4 yr. col. 5

col. stud 25

UC Ext. 1

Unemp. 1

9) COMMUNITY County wide 1

Urban 95 Suburban 101½ Rural 85½ NR - 21

10) On a separate sheet, please list all local educational agencies represented in training activities and the number of participants from each agency.

VOCATIONAL EDUCATION PERSONNEL TRAINING
Participant Summary Form

Total Number of Participants (Unduplicated count):
318 Professionals - 36 Students
(Does not include Presentors)

PARTICIPANT CHART (Position, sex, ethenticity):

	American Indian		American Indian/ White		Black		Chicano		Chicano/ Oriental		Oriental		Chicano/ White		White & All Others		TOTALS
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Teacher		1		1		9		1				4			6	222	244
County Home Advisor																1	1
Administrator						2									4	13	19
Assistant Professor																1	1
Director/Counselor																1	1
Student										1		1		1		23	27
Administrator/Intern															1		1
Consulting Dietician																1	1
Counselor																1	1
Department Chairman																1	1
TOTALS:		1		1		11		1		1		5		1	11	264	297

*Dual Positions (Duplicate, single response):

- *Administrator
- *Coordinator
- *Coordinator/Instructor
- *Administrator/Instructor
- *Director, Child Care Center
- *Chairperson - Human Services
- *Teacher
- *Chairperson
- *Department Chairman
- *Consultant
- *Registered Dietician
- *Program Supervisor

No Response:
POSITION: 2 SEX: 13 ETHNICITY: 13

EDUCATIONAL AGENCIES REPRESENTED & NUMBER

Allan Hancock	5
American River College	5
Antelope Valley College	4
Bakersfield College	9
Butte College	12
California State University, Sacramento	3
Chabot College	2
Chaffey College	6
Chico State University	22
Cosumnes River College	1
Cuesta College	5
East Los Angeles College	2
El Camino College	4
Fullerton College	4
Glendale Community College	2
Grossmont College	3
Kings River Community College	2
Long Beach City College	10
Los Angeles City College	3
Los Angeles Mission College	4
Los Angeles Southwest College	1
Los Angeles Valley College	3
Merced College	5
Merritt College	2
Modesto Junior College	6
Monterey Peninsula College	4
Mt. San Antonio College	22
Ohlone College	1
Orange Coast College	9
Oxnard College	1
Palomar College	3
Porterville College	1
Rancho Santiago	2
College of the Redwoods	3
Riverside Community College	2
Sacramento City College	5
Saddleback College	9
San Bernardino Valley College	2
San Diego City College	3
San Diego Community College	12
San Diego Educational Cultural Complex	3
San Diego Mesa College	9
San Francisco City College	1
San Joaquin Delta College	16
Santa Rosa Junior College	2
Ventura College	5
West Hills College	1
Whittier College	1
Yuba College	3

HIGH SCHOOLS REPRESENTED

Capistrano Valley High	1
Chico Sr. High	1
Douglass	1
Duncan Russell High	1
Hanford High	4
Hoover High	1
Irvine High	1
Lemore High	3
Lincoln High	2
Mission Viejo High	1
San Juan High	1
Thomas Downey High	1
Turlock Christian School	1
Tulare Western High	2
University High	2

MISCELLANEOUS

Child Care Options	1
North Shores Center	1
San Diego City Schools	1
Tri-Community Adult School	1
UC Cooperative Extension	1
UC Davis, Tahoe	1
Roxie Lypps (Professional/no response)	1
Jeanne Erskine (No response)	1

COLLEGES NOT REPRESENTED

An analysis was made of total participants and colleges which were not represented, since this information is important to the understanding and implementation of and commitment to the Program Plan for Community College Home Economics. Colleges not represented are shown below:

ALAMEDA
BARSTOW
CABRILLO*
CANADA*
CANYONS (No program)
CERRITOS (Registered/No-show)
CERRO COSO
CITRUS (No program/ECE offered)
COLUMBIA (No program)
COMPTON
CONTRA COSTA
CRAFTON HILLS (No program)
CUYAMACA (No program)
CYPRESS
DeANZA (No program/I.D./N/CD)
DESERT
DIABLO VALLEY (2 presentors)
EVERGREEN VALLEY*
FEATHER RIVER (No program)
FOOTHILL (No program/CD)*
FRESNO
GAVILAN (No program/ECE/N)
GOLDEN WEST (No program/N/ID/C.Fin)
HARTNELL*
IMPERIAL (No program/ECE)
INDIAN VALLEY (No program)
LANEY
LASSEN (No program/CI/Cons/Intn'l Fds)
L.A. HARBOR (CD/ID)
L.A. PIERCE (No program/Fash.Merch/Ret. Buy/Merch/HFM)
L.A. TRADE TECH. (No program)
WEST L.A.
LOS MEDANOS (No program/ECE)
MARIN (No program)
MENDOCINO (No program/ECE/CD/Fash Sew/FN)
MIRA COSTA (No program)
MISSION (No program/Fd. Svcs)
MOORPARK
MT. SAN JACINTO (No program/ECE)
NAPA VALLEY (No program/ECE)
PALO VERDE (Series of courses)
PASADENA (No program/non credit CE)
RIO HONDO (No program/CD/ECE)
SAN JOSE (1 presentor)
SAN MATEO*
SANTA BARBARA (ID only)
SANTA MONICA
SKYLINE (Fash. Merch)
TAFT (CHE)
VICTOR VALLEY (CD Dept/HE)
VISTA (No program/FCS)
WEST VALLEY*

* Participants had registered to attend San Jose workshop, did not attend San Joaquin Delta which was the next closest location.

Attendance Analysis:

12 colleges which were not represented had no program or credit courses. 42 colleges offering program or credit courses had no participants. 2, however, Diablo Valley and San Jose City were represented by presentors. Of the remaining 40 colleges which were not represented, 7 had participants who had registered for the San Jose workshop which was cancalled.

INTERNAL EVALUATION ACTIVITIES & RESULTS

Formative evaluation was an integral ongoing part of project conduct. This was achieved through consultation with the project principles - manager, monitor and resource, the Home Economics Professional Development Advisory Committee, key personnel with two related projects - the statewide conference and the marketing/public relations project and with the presentors. An evaluation instrument was designed and placed with all workshop participants and results were analyzed as the workshops progressed to keep content relevant and responsive to key concerns and interests of target audiences. Evaluation data are included in Table II and Appendix C, and responses to rated and open-ended items are included for each workshop. The overall response to the workshops was positive. Specific reaction to certain items is included in the section of this report which deals with Objectives, Anticipated & Actual Results and Measurement. Of those completing evaluation forms, 78% rated workshops as Excellent or Good in meeting their objectives for attending, 84.4% rated Excellent or Good in response to whether workshop objectives were clearly stated and 74.7% said Excellent or Good that objectives were achieved, open-ended comments were very positive and touched on almost every session. The most consistently identified session as most helpful was the closing general session "Back To The Future - A Plan For Action." This acclaim for a closing session also tends to support the hypothesis that interest remained at a high level throughout the four-hour workshop. Low-rated items - previously discussed in relation to the objectives dealing with special populations, gender equity and single parent/homemaker - are discussed in greater detail in the section dealing with Observations & Recommendations. As was previously noted, however, sessions covering some of these subjects were concurrent and backed up with other subjects, e.g. single parent/homemaker and gender equity and teaching strategies.

* * *

Summative evaluation, proposed to be covered with the Home Economics Professional Development Advisory Committee, was not attainable because of the late funding for the workshops project and earlier completion of the statewide conference and the responsibilities for the Advisory Committee. The committee was an integral part of advance planning and formative evaluation. Presentors, workshop principals and project staff were involved with summative evaluation.

OBSERVATIONS & RECOMMENDATIONS

- Inservice/professional development experiences should continue to be made available for community college home economics professionals - both full- and part-time. A high percent of respondents to the evaluation form indicated a preference for regional workshops; however, there is probably sufficient interest in statewide meetings to consider alternating or a mix of both types of workshops.

- Advance registration/application and a low fee for workshops is a practice which should be continued. Had there not been advance registration, there would have been no control on numbers to plan for, and at least two sites: San Diego Mesa, which experienced an extensive recruitment drive for enrolees and San Jose, which was cancelled, would have been poorly attended.

- Charging a "penalty fee" (five dollars more) for late registrations had no apparent effect. There were still walk-ons and there were almost no objections to paying the penalty.

- Deadlines were for the most part ignored. This was cause for major concern for many of the workshops: Saddleback, Sequoias, L.A. Mission and Butte, which were looked at carefully to determine if they should be cancelled.

- Critical to workshop participation/attendance is personal contact. Two workshops demonstrated the importance of administrative staff encouragement through the sizeable of numbers of participants attending: Mt. San Antonio College, with 68 enrolled and San Joaquin Delta, with 98.

- Lead time for mailing publicity/registration materials is critical. A two-stage mailing had been proposed - one before the school year ended to alert participants to the workshops and the final mailing with registration materials in the fall. Late funding made it impossible to prepare a mailing in the spring. This had particular impact on the San Diego workshop, which had one-month lead time. Especially with fees, districts need sufficient time for processing the clearance and payment.

- Thursdays appeared to be less satisfactory than Fridays for workshop participants. Four workshops: Saddleback, L.A. Mission, San Jose and Butte were scheduled for Thursdays. One of these, in San Jose, was cancelled. Saddleback and L.A. Mission were in populated areas, yet did not draw large numbers of participants. Many Orange County instructors attended the Friday MSAC workshop. Butte, for a small rural area, drew as well as might be expected.

- Identifying and training a small cadre of professionals to serve as presentors at all workshops and scheduling a rehearsal was an effective practice in giving consistency in content and eliminating overlap and duplication in the presentations.

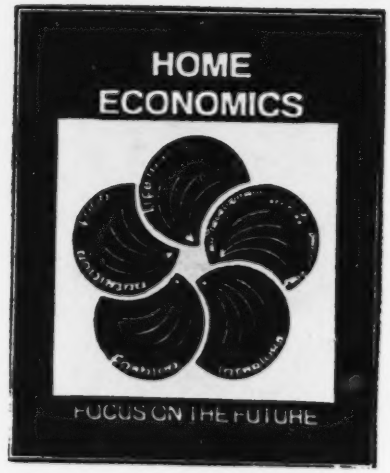
- Disadvantaged, handicapped and limited English speaking student strategies/techniques, when incorporated into subject matter presentations, appears not

to gain sufficient prominence to capture the attention of presentors and participants. There is need to continue to work toward a means for presenting and packaging these important strategies in a more effective way.

- The practice of linking the workshops closely with related projects was highly desirable. Such emphasis through the closing session which focused on the marketing project along with utilizing the input from the statewide conference project, gave strength to the regional workshops and certainly prepared the field for the marketing/public relations kit.

- Networking appears to be the overwhelming most important ingredient for participants in workshop scheduling. Although many participants indicated they would have liked even more time for networking, the schedule did provide blocks of unstructured time for networking. This need continues to warrant attention in all workshop/conference planning.

- Although participation of part-time instructors was good, considering the conflicts many have in professional/personal schedules, there is a continuing need to identify and provide avenues for reaching these instructors who may feel disinfranchised from the college setting.



COMMUNITY COLLEGE HOME ECONOMICS

REGIONAL WORKSHOPS

DESIGNED FOR: Community College Occupational & Consumer Home Economics Instructors - Full and Part-time, Instructors in Related Areas, Administrators and Counselors. IMPORTANT for Home Economics High School Teachers and Four Year College/University Teacher Educators.

FEATURING:

COMMUNITY COLLEGE HOME ECONOMICS PROGRAM PLAN - A STANDARD FOR EXCELLENCE
Dr. Pat Stanley, California Community Colleges, Chancellor's Office

CONCURRENT SESSIONS - I (Choice of one)
- A CHILD DEVELOPMENT, FAMILY STUDIES, GERONTOLOGY
- B FASHION
- C INTERIORS
- D LIFE MANAGEMENT
- E NUTRITION & FOOD

FACILITATORS: Program Plan Task Force Leaders

CONCURRENT SESSIONS - II
- F STRATEGIES FOR TEACHING HOME ECONOMICS KNOWLEDGE & SKILLS
- G STRATEGIES FOR INCREASING MALE ENROLLMENTS

BACK TO THE FUTURE - A PLAN FOR ACTION
Dr. Marilyn Ambrose, California State University, Chico

RESOURCE SHOWCASE • NETWORKING • CASUAL LUNCH

EIGHT CONVENIENT LOCATIONS:

Lunch available at 12:30 - Registration & Workshop 1 - 5 p.m.

Friday, Sept. 26 San Diego Mesa College	Thursday, Oct. 2 Saddleback College	Friday, Oct. 3 Mt. San Antonio College
Friday, Oct. 10 College of Sequoias	Thursday, Nov. 6 Butte College	Friday, Nov. 7 San Joaquin Delta College

Registration and Workshop 2 - 6 p.m., Includes Box Supper

Thursday, Oct. 9 L.A. Mission College	Thursday, Oct. 30 San Jose City College

DIETARY SERVICE SUPERVISOR COURSES WORKSHOP

10:30 a.m. - San Diego Mesa, Sequoias, San Joaquin Delta
11:30 a.m. - L.A. Mission
Designed For: Colleges offering approved courses and Colleges interested in qualifying courses with the Department of Health Services.
Workshop Leader: Regional Nutrition Consultant

DEADLINE & FEE Registration form & check must be received 10 days prior to workshop of choice (use attached form). ADVANCE - $15.00 AT WORKSHOP - $20.00
Registration confirmation, map & parking instructions mailed.
NO REFUNDS AFTER 10 DAYS PRIOR TO WORKSHOP

WORKSHOP EXPENSES ARE AN APPROPRIATE USE OF VEA TITLE II, B or III, B FUNDS - Talk with your Vocational Education Administrator . . . . . .

Regional Workshops are Replacing 1986-1987 Statewide Conference

SPONSOR Sponsored through a grant awarded by the California Community Colleges, Chancellor's Office to Mt. San Antonio College.

"No person shall, on the grounds of sex, race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."

REGISTRATION FORM
COMMUNITY COLLEGE
HOME ECONOMICS
REGIONAL WORKSHOPS

INSTRUCTIONS

1. Complete name & address section 1 - PLEASE type or print.

Use a separate form for each registrant. Duplicate this form.

2. Complete workshop selection section 2.
3. Attach check to form & mail as directed.

---

1. REGISTRANT

Name

Title

College/School

( ) Telephone Best time to call

Address City ZIP

2. SELECTION

Workshop Location Selection: _____ Date: _____

Concurrent Session Choices:

Session I (1st & 2nd Choice)

____ A Child Development, Family Studies, Gerontology
____ B Fashion
____ C Interiors
____ D Life Management
____ E Nutrition & Food

Session II (one choice only)

____ F Teaching Strategies
____ G Male Enrollment Strategies

Dietary Service Supervisor Courses Workshop
(Applicable at San Diego Mesa, L.A.Mission, Sequoias, San Joaquin Delta)

____ Will Attend ____ Will Not Attend

3. DEADLINE & FEE

Attach check made payable to: Shirley McGillicuddy & Associates

Advance	Day of Workshop
$15	$20

Mail to:
Shirley McGillicuddy & Associates
671 Chaparral Road
Sierra Madre, CA 91024

Deadline:
Registration form & check must be received 10 days prior to the workshop of your choice. Confirmation, map and parking instructions will be mailed. Receipt of this important information prior to the workshop cannot be guaranteed after that date.

NO REFUNDS AFTER 10 DAYS PRIOR TO SCHEDULED WORKSHOP!

For Office Use:
____ Date Received ____ Check # -23-____ Confirmed _____ Initial

COMMUNITY COLLEGE HOME ECONOMICS

REGIONAL WORKSHOPS

LOS ANGELES MISSION COLLEGE - THURSDAY, OCTOBER 9, 1986

HOST: LOS ANGELES MISSION COLLEGE
SPONSOR: CALIFORNIA COMMUNITY COLLEGES, CHANCELLOR'S OFFICE through a grant awarded to MT. SAN ANTONIO COLLEGE

SCHEDULE

11:30 DIETARY SERVICE SUPERVISOR COURSES WORKSHOP
Voc. 7 Nimesia G. Reyes, M.S., R.D. - Nutrition Consultant
Department of Health Services, Licensing & Certification Division

* * * *

2:00 REGISTRATION * RESOURCE SHOWCASE * NETWORKING
Voc. 6

2:15 GENERAL SESSION & OVERVIEW
Voc. 6 Welcome: Lowell J. Erickson, President, Los Angeles Mission
Dr. Eloise Martinson, Chairperson, Family & Consumer Studies

Community College Home Economics Program Plan
A Standard for Excellence
Dr. Pat Stanley, Specialist, California Community Colleges

* * * *

3:20 CONCURRENT SESSIONS I: SUBJECT MATTER AREAS (Color coded on name tag)
Voc. 8 Child Development, Family Studies, Gerontology.....(Green)
Norma Meyerholz, Diablo Valley College
Voc. 6 Fashion - Diane Smith, San Diego Mesa College.....(Red)
Voc. 7 Nutrition & Food - Avril Lovell, Rancho Santiago College.....(Orange)
Note: Pat Stanley will be available to discuss Life Management & Interiors

* * * *

4:05 BREAK * NETWORKING * RESOURCE SHOWCASE
Voc. 6

* * * *

4:30 CONCURRENT SESSIONS II: STRATEGIES (Letter coded on name tag)
Voc. 6 F. Strategies for Teaching Home Economics Knowledge & Skills
Dr. Pat Stanley
Voc. 7 G. Strategies for Reaching Single Parents/Homemakers & for Promoting Gender Equity - Sharon Antonelli, San Jose City College

* * * *

5:15 GENERAL SESSION & EVALUATION
Voc. 6 Back to the Future - A Plan for Action
Shirley McGillicuddy, Project Director
Evaluation: Please complete & leave pink form - your views are important!

NETWORKING * BOX SUPPER

"No person shall, on the grounds of sex, race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."

-24-

COMMUNITY COLLEGE HOME ECONOMICS
REGIONAL WORKSHOPS

SAN JOAQUIN DELTA COLLEGE - FRIDAY, NOVEMBER 7, 1986

HOST: SAN JOAQUIN DELTA COLLEGE
SPONSOR: CALIFORNIA COMMUNITY COLLEGES, CHANCELLOR'S OFFICE
through a grant awarded to MT. SAN ANTONIO COLLEGE

SCHEDULE

10:30 Shima 301 — DIETARY SERVICE SUPERVISOR COURSES WORKSHOP
Gloria Johnson, RD,MS & Ardene Nakagawa, RD,MS-Nutrition Consultants
Department of Health Services, Licensing & Certification Division

* * *

12:30 Upper Danner — LUNCH * REGISTRATION * RESOURCE SHOWCASE * NETWORKING

1:15 Upper Danner Hall — GENERAL SESSION & OVERVIEW
Welcome: Dean McNeilly, Associate Dean, Vocational Education
Dr. Hazel Hill, Division Chair., Family & Consumer Ed.
San Joaquin Delta College
Community College Home Economics Program Plan - A Standard for Excellence
Dr. Pat Stanley, Specialist, California Community Colleges

* * *

2:20 CONCURRENT SESSIONS I: FIVE SUBJECT AREAS (Color coded on name tag)

Shima 242 — Child Development, Family Studies, Gerontology . . . . . (Green)
Rick Ida, Diablo Valley College

306 — Fashion - Diane Smith, San Diego Mesa College. . . . . (Red)

305 — Interiors - Marjorie Chitwood-Burri, Mt. San Antonio College . . . . (Blue)

308 — Life Management - Dr. Hazel Hill, San Joaquin Delta College . . . . . (Yellow)

301 — Nutrition & Food - Deanna Hauser, Merced College. . . . . (Orange)

* * *

3:05 Upper Danner — BREAK * NETWORKING

3:30 CONCURRENT SESSIONS II: STRATEGIES (Letter coded on name tag)

Shima 117 — F. Strategies for Teaching Home Economics Knowledge & Skills
Dr. Pat Stanley

Shima 116 — G. Strategies for Reaching Single Parents/Homemakers & for Promoting Gender Equity - Sharon Antonelli, San Jose City College

* * *

4:15 Shima 117 — GENERAL SESSION
Back to the Future - A Plan for Action
Dr. Marilyn Ambrose, Chairperson, Home Economics Department
California State University, Chico
Evaluation (Please complete & turn in PINK form. Thanks!)

5:00 — ADJOURN

"No person shall, on the grounds of sex, race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."

COMMUNITY COLLEGE HOME ECONOMICS REGIONAL WORKSHOPS

WORKSHOP EVALUATIONS
AND
VERBATIM RESPONSES

C1.....SAN DIEGO MESA
C2.....SADDLEBACK
C3.....MT. SAN ANTONIO
C4.....LOS ANGELES MISSION
C5.....SEQUOIAS
C6.....BUTTE
C7.....SAN JOAQUIN DELTA

Note: Respondents who work in more than one classification are tallied according to the percent of time they function in each category. For example, a respondent who is an instructor and a Department Chair is given 1/2 point under each classification category.

Date: September 26, 1986

Location: San Diego Mesa College

Break-out Sessions Attended:

APPENDIX C1

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

Instructions: Please rate each item listed below by checking the response that *best* describes your reaction. Check only *one* rating. Do not mark between ratings or on the line. A Not Applicable column is available for your use if a particular item was not included in the sessions you attended.

Percentage responses

Rate each item below: N = 21	Keypunch Number	Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments N.R.	Comments D.R.
1. The workshop met your objectives for attending.	1	33.3	33.3	19.1			4.8	9.5	
2. Workshop date and time were convenient.	2	42.9	33.3	19.0			4.8		
3. Workshop location was convenient.	3	61.9	28.6	9.5					
4. Workshop objectives were: • Clearly stated.	4	42.9	33.3	9.5		9.5		4.8	
• Achieved	5	33.3	28.6	9.5				28.6	
5. Content was interesting & stimulating.	6	33.3	33.3	19.1				9.5	4.8
6. The presentors were well prepared.	7	57.1	38.1					4.8	
7. The workshop contributed to your knowledge & understanding of how to implement the CCC Home Economics Program Plan.	8	38.1	33.3	19.0	4.8			4.8	
8. Information presented was applicable to your teaching specialization(s).	9	23.8	38.1	33.3				4.8	
9. Instructional resources/references & displays were current & relevant.	10	33.3	38.1	14.3	4.8			9.5	
10. You gained new ideas for program planning: • Curricula revision	11	38.1	28.5	19.0		4.8		4.8	4.8
• Course modification.	12	33.3	33.3	14.3		4.8		14.3	
11. New teaching strategies/techniques introduced were applicable to your classes.	13	33.3	28.6	14.3			4.8	19.0	
12. Techniques introduced helped you: • Meet the needs of disadvantaged/ limited English speaking/handicapped.	14	19.1	14.3	33.3	4.8	9.5	9.5	9.5	
• Promote gender equity.	15	19.0	28.6	28.6	4.8		9.5	9.5	
• Meet the needs of single parents/ homemakers.	16	23.8	38.1	9.5	4.8		14.3	9.5	
• Improve & expand working relationships with business & industry.	17	28.6	38.0	9.5	4.8	4.8	9.5	4.8	

What helped you most about this workshop? 16 responses *

What was least helpful? 8 responses *

How do you plan to use the information you learned? 13 responses *

Which do you prefer? 8 Regional Workshops 5 Statewide Conferences 4 Alternate 3 N. R. 1 Local S.D. Area

Please list any suggestions you have for future workshops: (Use back of sheet) 0 responses

Please check the appropriate descriptions below:

19 Female

____ Male 2 N.R.

Institution: 2 N.R.

17 Com. College

1 High School

____ 4 Yr. College

1 Other (Describe) Cont. Ed. (+ 2 Com. ~~Coll. Resp.~~ are in Adult Cont. Ed.)

Classification: see note at top of page

18 Instructor

____ Dept./Div Chair

2 Administrator

____ Counselor

____ Other (Describe)

1 N.R.

If instructor, please complete the following:

Teaching Specializations

6 Child Dev/Family Studies/Gerontology

8 Fashion

3 Interiors

1 Life Management

2 Nutrition & Food

____ Other (Describe)

1 N.R.

1 Occupational

2 Cons/H.E.

11 Part-time

4 Full-time

1 N.R.

* Verbatims on next page.

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

RESPONSES TO OPEN ENDED QUESTIONS

What helped you most about this workshop? (16 responses)

Last session -- inspiring.

Margie Chitwood's sharing.

Teaching strategies.

Last one.

Optimism ideas for new courses and possibility of implementing.

Individual workshops.

Stimulating climax -- reaffirming our purpose.

Change to network.

The enthusiasm.

Resources available -- people were friendly.

Pat Stanley's hints -- "ah-has" were excellent.

List of classes for Interiors.

Trading information.

To learn what is being done to improve the presentation of the worthwhile material we have to offer to improve our daily life.

Thinking about new areas to teach in my subject area.

P. R. ideas.

What was least helpful? (8 responses)

Resource table.

Long introductions.

Length of individual workshops should've been longer.

Not clear on the program plan at first.

What was least helpful? (continued)

Would have liked a special info input on Gerontology alone. More time on the workshops, less time on 1:15 - 2:20 "intro".

Lunch -- rather than 2 sessions one and sessions better.

Information for statewide programs (out of range for local programs).

Too rushed -- not enough sharing time or question/answer.

How do you plan to use the information you learned? (13 responses)

District workshops and new curriculum.

Interior workshop only should have been presented. The general session was long and too broad.

Design and implementation of new classes.

Review and apply it.

Implementing new course.

Personal inventory and prelude to action and revision.

Build program.

To make the quality of my instruction better.

In my classes for better instruction techniques.

Change names.

Try to incorporate into classes.

In classroom.

Slide presentation.

Please list any suggestions you have for future workshops. (0 response)

Other comments. (9 responses)

Publicity was poor. I felt rushed.

Adult classes are not set up the same as college certificate courses. Fees should be paid by district. Lunch fee should be optional, not part of the registration fee. 5 o'clock is too long on a Friday afternoon.

Pat Stanley did an excellent job.

I teach high school so only some information was applicable to teaching specialization.

Other comments. (continued)

Not enough time! (Referring to implementation of the CCC Home Economics Program Plan.)

Save time for subject areas.

Not enough time for workshops!

Statement of objectives was needed at time of registration.

Content was stimulating. Dr. Ambrose excellent. Some other parts too drawn out, like introduction of 5 areas could have been given at time of registration.

Note: Respondents who work in more than one classification are tallied according to the percent of time they function in each category. For example, a respondent who is an instructor and a Department Chair is given 1/2 point under each classification category.

Date: October 2, 1986
Location: Saddleback
Break-out Sessions Attended:

APPENDIX C2

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

Instructions: Please rate each item listed below by checking the response that *best* describes your reaction. Check only *one* rating. Do not mark between ratings or on the line. A Not Applicable column is available for your use if a particular item was not included in the sessions you attended.

Percentage responses

Rate each item below: N = 22	Keypunch Number	Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments N.R.	D.R.
1. The workshop met your objectives for attending.	1	41.0	54.5					4.5	
2. Workshop date and time were convenient.	2	45.5	40.9	9.1	4.5				
3. Workshop location was convenient.	3	68.2	22.7	9.1					
4. Workshop objectives were: • Clearly stated.	4	68.2	22.7	9.1					
• Achieved	5	54.6	27.3	4.5				13.6	
5. Content was interesting & stimulating.	6	40.9	59.1						
6. The presentors were well prepared.	7	72.7	27.3						
7. The workshop contributed to your knowledge & understanding of how to implement the CCC Home Economics Program Plan.	8	54.5	45.5						
8. Information presented was applicable to your teaching specialization(s).	9	45.5	40.9	9.1				4.5	
9. Instructional resources/references & displays were current & relevant.	10	54.6	36.4	4.5		4.5			
10. You gained new ideas for program planning: • Curricula revision.	11	31.8	45.5	13.7			4.5	4.5	
• Course modification.	12	22.8	50.0	18.2			4.5	4.5	
11. New teaching strategies/techniques introduced were applicable to your classes.	13	50.0	27.3	18.2			4.5		
12. Techniques introduced helped you: • Meet the needs of disadvantaged/ limited English speaking/handicapped.	14	13.6	22.8	22.8	4.5		27.3	9.0	
• Promote gender equity.	15	9.0	22.8	22.8	9.0		22.8	13.6	
• Meet the needs of single parents/ homemakers.	16	9.1	22.8	13.6	9.1		31.8	13.6	
• Improve & expand working relationships with business & industry.	17	27.3	45.5		4.5		18.2	4.5	

What helped you most about this workshop? 14 responses *

What was least helpful? 6 responses *

How do you plan to use the information you learned? 12 responses *

Which do you prefer? 6 Regional Workshops 6 Statewide Conferences 6 Alternate 4 N. R.

Please list any suggestions you have for future workshops: (Use back of sheet) 1 response *

Please check the appropriate descriptions below:

21 Female
___ Male 1 N. R.

Institution:
17 Com. College
4 High School
___ 4 Yr. College
___ Other (Describe)
1 N.R.

Classification: see note at top of page
19 Instructor
1 Dept./Div Chair
___ Administrator
___ Counselor
1 Other (Describe) Classified Pers.
1 N. R.

If instructor, please complete the following:

Teaching Specializations
4 Child Dev/Family Studies/Gerontology
6 Fashion
2 Interiors
5 Life Management
10 Nutrition & Food
___ Other (Describe)
1 Occupational
6 Cons/H.E.
7 Part-time
8 Full-time
5 N.R.

*Verbatims on next page.

APPENDIX C2

Saddleback College
October 2, 1986

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

RESPONSES TO OPEN ENDED QUESTIONS

What helped you most about this workshop? (14 responses)

Everything.

Focus on the positive! Concrete info. given -- on H. Ec. programs and marketing and teaching strategies.

Inspiration -- ready to get to work.

Meeting with fashion instructors.

All.

Meeting instructors at community college and inspired me to take a more professional approach.

Teaching strategies.

Teaching strategies.

Gave us a renewed picture of Home Economics plus new strategies to enliven our present curriculum.

Strategies for teaching Home Ec. knowledge and skills.

Networking -- Marilyn Ambrose!

Group support; positive emphasis.

The chance to meet other Home Economics teachers.

Useful marketing techniques.

What was least helpful? (6 responses)

I could use new specific lesson ideas.

Community College Home Ec. program plan.

? All good!

The first breakout sessions -- they were well presented, but not too relevant for H. S. (Respondent teaches high school classes.)

History of Home Economics should be omitted.

Hearing about Piaget, Erickson & Maslow Again.

How do you plan to use the information you learned? (12 responses)

Strengthen and improve my teaching strategies.

In curriculum development and marketing and teaching.

Incorporate in classes.

Improve class curriculum.

Probably utilize marketing techniques ASAP!

Promote whole aspect of Home Ec. Improve classroom presentations.

H. Ec. organizational involvement.

Keep in touch with community college. (Respondent is a high school instructor.)

Work on getting science credit for nutrition classes.

Reassess existing courses.

Updating curriculum and programs.

To get a Life Management course through curriculum.

Please list any suggestions you have for future workshops. (1 response)

This workshop made me want to go back to take all these new, exciting classes at the Community Colleges. (Respondent is a high school teacher.)

Other comments. (3 responses)

Would prefer earlier time (10 to 3 p.m.).

Posters used were very poorly done. No one could read the posters. A stand should be provided.

Information presented was applicable for articulation between my high school classes which feed into community colleges. Pat did an excellent demonstration lesson. Speaker (to promote gender equity) ill. I like both regional and statewide conferences.

Note: Respondents who work in more than one classification are tallied according to the percent of time they function in each category. For example, a respondent who is an instructor and Department Chair is given 1/2 point under each classification category.

Date: October 3 1986
Location: Mt. Sac
Break-out Sessions Attended:

APPENDIX C3

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

Instructions: Please rate each item listed below by checking the response that *best* describes your reaction. Check only *one* rating. Do not mark between ratings or on the line. A Not Applicable column is available for your use if a particular item was not included in the sessions you attended.

Percentage responses

Rate each item below: N = 41	Keypunch Number	Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments N.R.	D.R.
1. The workshop met your objectives for attending.	1	29.3	51.2	12.2				7.3	
2. Workshop date and time were convenient.	2	53.7	34.1	9.8	2.4				
3. Workshop location was convenient.	3	73.2	14.6	9.8	2.4				
4. Workshop objectives were: • Clearly stated.	4	36.1	26.8	4.9		2.4		9.8	
• Achieved	5	46.4	36.6	7.3		2.4		7.3	
5. Content was interesting & stimulating.	6	36.6	51.2	2.4	4.9			4.9	
6. The presentors were well prepared.	7	73.2	24.4		2.4				
7. The workshop contributed to your knowledge & understanding of how to implement the CCC Home Economics Program Plan.	8	43.9	48.8	4.9	2.4				
8. Information presented was applicable to your teaching specialization(s).	9	29.3	53.6	9.8	2.4			4.9	
9. Instructional resources/references & displays were current & relevant.	10	39.0	34.2	9.8		2.4		14.6	
10. You gained new ideas for program planning: • Curricula revision	11	34.1	34.1	9.8	4.9		4.9	12.2	
• Course modification.	12	29.3	36.6	4.9	4.9		7.3	17.0	
11. New teaching strategies/techniques introduced were applicable to your classes.	13	24.4	34.2	19.5	2.4	2.4	9.8	7.3	
12. Techniques introduced helped you: • Meet the needs of disadvantaged/ limited English speaking/handicapped.	14	7.3	2.4	17.1	9.8	7.3	29.3	26.8	
• Promote gender equity.	15	12.2	7.3	19.5	12.2	4.9	17.1	26.8	
• Meet the needs of single parents/ homemakers.	16	9.8	9.8	9.8	9.8	2.4	34.1	24.3	
• Improve & expand working relationships with business & industry.	17	17.1	24.4	12.2	9.8	7.3	14.6	14.6	

What helped you most about this workshop? 29 responses *
What was least helpful? 15 responses *
How do you plan to use the information you learned? 17 responses *
Which do you prefer? 13 Regional Workshops 11 Statewide Conferences 7 Alternate 2 Both 8 N.R.
Please list any suggestions you have for future workshops: (Use back of sheet) 2 responses *

Please check the appropriate descriptions below:

38 Female
1 Male 2 N.R.

Institution:
19 Com. College
Hign School
1 4 Yr. College
1 Other (Descnbe)
4 N.R.

Classification: see note at top of page
11 Instructor
7 Dept./Div Chair
1 Administrator
½ Counselor
Other (Describe)
6 N.R.

If instructor, please complete the following:

Teaching Specializations
7 Child Dev/Family Studies/Gerontology
17 Fashion
5 Interiors
1 Life Management
7 Nutrition & Food
Other (Describe)

5 Occupational
Cons/H.E.
½ Part-time
12 Full-time
6 N.R.
1 Contract

*Verbatims on next page

MT. SAC. C. C.
October 3, 1986

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

RESPONSES TO OPEN ENDED QUESTIONS

What helped you most about this workshop? (29 responses)

Dr. Ambrose.

The networking with other professionals.

Information on new plan.

Teaching strategies; curriculum for child development.

Presenting new curriculum.

Networking.

Networking plus update change information.

Helpful in keeping up with what's going on.

Networking.

Marketing.

Nutrition and food session. Know what's going on.

Many good ideas.

Meeting others in the field.

New ideas -- innovations of fashion for T & C.

Break-out sessions, general info. at Intro. meeting.

Hearing of child dev. programs at other colleges.

Teaching strategies.

Ambrose.

"Task force". I think the leadership has done a great job -- I just don't think it comes across in this workshop.

Teaching techniques.

What helped you most about this workshop? (continued)

The presentation and demonstration.

Teaching strategies and marketing techniques.

Program plan.

Promotion and marketing.

Networking and marketing.

Networking.

New teaching methods.

P. R. - Ambrose.

Network -- inspiration.

What was least helpful? (15 responses)

G.

Reiteration of task force information.

Increasing male enrollment.

Gender equity.

"Strategies"

Curricula revision and implementation -- N/A to current position.

Teaching strategies.

Didn't get instructional aids (copy).

Teaching strategies -- good reminder, but nothing new.

Teaching techniques (I've taught since 55!).

The mints -- but they were goooood.

Information given was too general.

Not enough time.

Teaching strategy -- was a review but well presented.

Cookies and lemonade!

How do you plan to use the information you learned? (17 responses)

Classroom teaching/career outlook.

Promoting the program.

Review my teaching methods and add new ones.

Recruitment.

Incorporate into classes.

Making sure I include proper teaching resources in my classes.

Improve my instruction.

Updated info. on transfer students.

Development of certificate program.

Relating to other staff -- enthusiasm for home ec. as a great field.

In publicity for department.

Marketing.

Yes.

Revise curriculum.

Need some time to think.

In classes.

Promote department.

Please list any suggestions you have for future workshops. (2 responses)

Please allow more time for subject area discussions perhaps to "market" the topic (as fashion) in common --

There is a great need to implement this plan -- we need regional meetings to hash out curriculum. These should be scheduled ASAP. Spring '87 at the latest. Inadequate time to discuss what different schools are doing to track vocational students. Couldn't we have a cross district sharing of expensive A-V programs? We need a regional meeting to share curriculum, class assignments, films, etc.

Other comments. (11 responses)

Did not know what to expect in terms of workshop objectives. Don't teach curricula. (Respondent did not indicate a classification.)

Workshop date and time were disappointing. Had to leave early. Jewish holiday.

The workshop contributed to knowledge of how to implement the CCC Home Economics Program Plan -- this was the best/most beneficial part to me.

More time needed.

New teaching strategies are needed because so many new instructors have no education. The price is right.

Meeting needs of disadvantaged/LES/handicapped not really discussed.

Excellent presentors.

New teaching strategies/techniques were adequate -- a review. Marilyn Ambrose was an excellent presentee.

Very informational meeting. Very sorry we could not stay for last general session. Hand-outs were excellent, and readily available. Always a pleasure to meet fellow Home Economists and share ideas, problems and solutions! Thanks for your effort in putting on the conference. I hope we will have more! s/Betty Hosking, Riverside Community College.

Workshop location hard to find. Need more directions.

Marilyn Ambrose was excellent.

Note: Respondents who work in more than one classification are tallied according to the percent of time they function in each category. For example, a respondent who is an instructor and a Department Chair is given 1/2 point under each classification category.

Date: November 7, 1986
Location: Mission College
Break-out Sessions Attended:

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

Instructions: Please rate each item listed below by checking the response that *best* describes your reaction. Check only *one* rating. Do not mark between ratings or on the line. A Not Applicable column is available for your use if a particular item was not included in the sessions you attended.

Percentage responses

Rate each item below: N = 19	Keypunch Number	Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments N.R.	Comments D.R.
1. The workshop met your objectives for attending.	1	31.6	42.1	15.8				10.5	
2. Workshop date and time were convenient.	2	26.3	42.1	21.0		5.3		5.3	
3. Workshop location was convenient.	3	31.6	15.8	36.8		5.3		10.5	
4. Workshop objectives were: • Clearly stated.	4	36.9	36.8	10.5				10.5	5.3
• Achieved	5	31.6	47.4	10.5				10.5	
5. Content was interesting & stimulating.	6	26.3	57.9	5.3				10.5	
6. The presentors were well prepared.	7	52.6	42.1					5.3	
7. The workshop contributed to your knowledge & understanding of how to implement the CCC Home Economics Program Plan.	8	42.1	42.1	10.5				5.3	
8. Information presented was applicable to your teaching specialization(s).	9	31.6	36.8	15.8			10.5	5.3	
9. Instructional resources/references & displays were current & relevant.	10	26.3	36.8	15.8	5.3			15.8	
10. You gained new ideas for program planning: • Curricula revision.	11	42.1	36.8	5.3				15.8	
• Course modification.	12	31.6	26.3	5.3				36.8	
11. New teaching strategies/techniques introduced were applicable to your classes.	13	21.1	36.8	21.0			5.3	15.8	
12. Techniques introduced helped you: • Meet the needs of disadvantaged/ limited English speaking/handicapped.	14	5.3	26.3	26.3			26.3	15.8	
• Promote gender equity.	15		36.7	10.5	5.3	5.3	21.1	21.1	
• Meet the needs of single parents/ homemakers.	16		31.6	15.8			21.1	31.5	
• Improve & expand working relationships with business & industry.	17		26.3	36.8			15.8	21.1	

What helped you most about this workshop? 15 responses *

What was least helpful? 6 responses *

How do you plan to use the information you learned? 12 responses *

Which do you prefer? 8 Regional Workshops 4 Statewide Conferences 3 Alternate 1 No Opinion

Please list any suggestions you have for future workshops: (Use back of sheet) 2 responses * 1 Statewide Alternate 2 N.R.

Please check the appropriate descriptions below:

17 Female
1 Male 1 N.R.

Institution:
17 Com. College
___ High School
___ 4 Yr. College
1 Other (Describe) Seeking Employment
1 N.R.

Classification: see note at top of page
11½ Instructor
3½ Dept./Div Chair
3
___ Administrator
___ Counselor
___ Other (Describe)
1 N.R.

If Instructor, please complete the following:

Teaching Specializations
6 Child Dev/Family Studies/Gerontology
6 Fashion
2 Interiors
3 Life Management
4 Nutrition & Food
1 Other (Describe) Textiles, Clothing

3 Occupational
3 Cons/H.E.
1 Part-time
11 Full-time
1 N.R.

*Verbatims on next page

Mission College
November 7, 1986

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

RESPONSES TO OPEN ENDED QUESTIONS

What helped you most about this workshop? (15 responses)

More of an understanding of Home Economics.

Glad to hear that the marketing program is on the way.

Sharing with others.

Fashion -- new trends -- sharing ideas -- new ways to use VEA.

Meeting other people. Networking!

Opportunity to hear specifics of the plan.

New ideas for changing curriculum.

Course descriptions, etc. fashion.

All helpful.

Listening to others and what they are doing in area.

Data re Home Economics.

New course "Life Management".

Information of programs.

Meeting other instructors, becoming aware of problems.

New ideas for classroom.

What was least helpful? (6 responses)

Should have been lunch rather than dinner for networking.

Too many choices.

Gender equity.

Dietary services supervisor workshop.

Strategies.

Dietary info.

How do you plan to use the information you learned? (12 responses)

Possible new courses.

Restructure Home Economics Department.

Share/lobby.

Market programs to Adm. & Community.

As background.

Modify curriculum.

Immediate report to campus.

Sell department/program.

New course in the spring.

Start program.

New classes and program.

Some things to share with peers/some to implement in classroom.

Please list any suggestions you have for future workshops. (2 responses)

Power/Technology/Money -- Needs (still) . This is the real world. I'll do my part!! Good luck.

Image: we need to address personal image = the outdated look! Maybe get Phyllis Specht to lecture or give workshop ---

Other comments: (6 responses)

Convenient location -- our campus.

Should have statewide conferences and alternate. Serve different purposes.

Not enough instructional resources. Did not attend gender equity and needs of single parents workshops.

Need more time.

Gained new ideas for program planning -- curricula revision - Yes!

Workshop location was convenient. Big surprise.

Note: Respondents who work in more than one classification are tallied according to the percent of time they function in each category. For example, a respondent who is an instructor and a Department Chair is given 1/2 point under each classification category.

Date: October 10, 1986
Location: Sequoias
Break-out Sessions Attended:

APPENDIX C5

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

Instructions: Please rate each item listed below by checking the response that *best* describes your reaction. Check only *one* rating. Do not mark between ratings or on the line. A Not Applicable column is available for your use if a particular item was not included in the sessions you attended.

Percentage responses

Rate each item below: N = 25	Keypunch Number	Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments N.R.	Comments D.R.
1. The workshop met your objectives for attending.	1	40.	40.	12.			4.	4.	
2. Workshop date and time were convenient.	2	64.	36.						
3. Workshop location was convenient.	3	84.	16.						
4. Workshop objectives were: • Clearly stated.	4	64.	36.						
• Achieved	5	44.	32.	12.				12.	
5. Content was interesting & stimulating.	6	52.	36.	8.					4.
6. The presentors were well prepared.	7	76.	20.	4.					
7. The workshop contributed to your knowledge & understanding of how to implement the CCC Home Economics Program Plan.	8	52.	32.	8.			8.		
8. Information presented was applicable to your teaching specialization(s).	9	40.	40.	12.			8.		
9. Instructional resources/references & displays were current & relevant.	10	40.	32.	16.				12.	
10. You gained new ideas for program planning: • Curricula revision.	11	48.	24.	20.			4.	4.	
• Course modification.	12	44.	24.	20.			4.	8.	
11. New teaching strategies/techniques introduced were applicable to your classes.	13	56.	40.					4.	
12. Techniques introduced helped you: • Meet the needs of disadvantaged/ limited English speaking/handicapped.	14	24.	20.	20.		4.	16.	16.	
• Promote gender equity.	15	28.	16.	16.			16.	24.	
• Meet the needs of single parents/ homemakers.	16	28.	20.	24.			12.	16.	
• Improve & expand working relationships with business & industry.	17	40.	16.	16.			16.	12.	

What helped you most about this workshop? 21 responses *

What was least helpful? 4 responses *

How do you plan to use the information you learned? 16 responses *

Which do you prefer? 15 Regional Workshops 4 Statewide Conferences 2 Alternate 4 N.R.

Please list any suggestions you have for future workshops: (Use back of sheet) 1 response *

Please check the appropriate descriptions below:

21 Female
2 Male 2 N.R.

Institution:
17 Com. College
8 High School
____ 4 Yr. College
____ Other (Describe)
1 N.R.

Classification:
22½ Instructor
1½ Dept./Div Chair
____ Administrator
____ Counselor
____ Other (Describe)
1 N.R.

If instructor, please complete the following:

Teaching Specializations
11 Child Dev/Family Studies/Gerontology
8 Fashion
2 Interiors
4 Life Management
9 Nutrition & Food
____ Other (Describe)

2 Occupational
6 Cons/H.E.
7 Part-time
11 Full-time
5 N.R.

*Verbatims on next page

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Sequoias
October 10, 1986

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

RESPONSES TO OPEN ENDED QUESTIONS

What helped you most about this workshop? (21 responses)

Enlightened me as to what is taught at Jr. College level. (Respondent is a high school instructor)

Good exposure to what's going on at community colleges. (Respondent is a high school instructor)

Education on teaching strategies.

Fantastic! Time was well spent. Hearing the latest areas of emphasis regarding Home Economics.

Networking.

Networking.

I enjoyed the future workshop section.

Reminder of what helps students to learn.

Pat Stanley's presentation.

To see what is going on at the college level promotional ideas.

Some of the teaching strategies.

New ideas in teaching techniques.

Teaching strategies and new information about on Fashions. Back to the Future presentation was excellent.

Project plan.

Teaching ideas.

Networking with other teachers.

The location.

Career levels for counseling student.

Teaching ideas.

_____; using visuals; all the wonderful printed materials; ideas.

Teaching strategies.

What was least helpful? (4 responses)

Summary of 5 discussion groups at opening meeting.

Information about how the new guide was done.

Review of display of current relevant materials.

Detailed information of subject area.

How do you plan to use the information you learned? (16 responses)

In classroom/for future plans.

To help educate students in my classroom.

Work.

Marketing Home Ec. and its image.

Change Consumer Education class to Life Mgt. and apply to Area E.

We hope to use some of the information with our administration and board members.

To help reduce dropout rate.

To use the guideline to help our students to get to entry level.

Use the strategies in class.

Program planning at college level.

To spend less time lecturing and more time in student participation.

Course and program revision.

Teaching technique changes.

In further developing our program.

In my class.

In teaching.

Please list any suggestions you have for future workshops. (1 response)

Longer sessions.

Other comments. (5 responses)

The first meeting time was too short. Excellent teaching strategies workshop.

First workshop was of no value to me. One presentor was well prepared, one wasn't.

Need to relate workshop objectives more to high schools. (Respondent was a high school department/division chair.)

Not enough time. Needed time for networking. I need more time to consider gender equity in our department in my area.

With emphasis on community college, the high school needs were not touched upon. Nice to hear about what is going on at community colleges. (Respondent is a high school instructor.)

Note: Respondents who work in more than one classification are tallied according to the percent of time they function in each category. For example, a respondent who is an instructor and a Department Chair is given 1/2 point under each classification category.

Date: November 6, 1986
Location: Burre College
Break-out Sessions Attended:
APPENDIX C6

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

Instructions: Please rate each item listed below by checking the response that *best* describes your reaction. Check only *one* rating. Do not mark between ratings or on the line. A Not Applicable column is available for your use if a particular item was not included in the sessions you attended.

Percentage responses N = 30

Rate each item below:	Keypunch Number	Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments N.R.	Comments D.R.
1. The workshop met your objectives for attending.	1	16.7	56.7	13.3				13.3	
2. Workshop date and time were convenient.	2	23.3	46.7	26.7				3.3	
3. Workshop location was convenient.	3	33.3	30.1	33.3				3.3	
4. Workshop objectives were: • Clearly stated.	4	40.0	33.3	20.0				6.7	
• Achieved	5	36.7	40.0	13.3				10.0	
5. Content was interesting & stimulating.	6	33.3	53.4	10.0					3.3
6. The presentors were well prepared.	7	60.0	33.4	3.3					3.3
7. The workshop contributed to your knowledge & understanding of how to implement the CCC Home Economics Program Plan.	8	33.3	36.7	16.7			10.0	3.3	
8. Information presented was applicable to your teaching specialization(s).	9	16.7	30.0	30.0			20.0	3.3	
9. Instructional resources/references & displays were current & relevant.	10	36.7	40.0	10.0	3.3		6.7	3.3	
10. You gained new ideas for program planning: • Curricula revision	11	36.7	30.0	13.3			16.7	3.3	
• Course modification.	12	26.7	26.7	6.7			20.0	16.6	3.3
11. New teaching strategies/techniques introduced were applicable to your classes.	13	20.0	16.7	20.0	3.3		30.0	10.0	
12. Techniques introduced helped you: • Meet the needs of disadvantaged/ limited English speaking/handicapped.	14	3.3	13.3	20.0		3.3	43.4	16.7	
• Promote gender equity.	15	10.0	16.7	20.0	3.3		23.3	26.7	
• Meet the needs of single parents/ homemakers.	16	3.3	13.3	23.4		3.3	33.3	23.4	
• Improve & expand working relationships with business & industry.	17	13.3	20.0	16.8		3.3	13.3	33.3	

What helped you most about this workshop? 18 responses *

What was least helpful? 6 responses *

How do you plan to use the information you learned? 14 responses *

Which do you prefer? 11½ Regional Workshops 6 Statewide Conferences 2½ Alternate ½ Both ½ N. R.

Please list any suggestions you have for future workshops: (Use back of sheet) 1 response *

Please check the appropriate descriptions below:

25 Female
3 Male 2 N.R.

Institution:
16 Com. College
High School
9 4 Yr. College
Other (Describe)
3 N.R.
2 ~~Students CSUC~~

Classification: see note at top of page
14 Instructor
2½ Dept./Div Chair
½ Administrator
Counselor
Other (Describe)
11 Students
2 N. R.

If instructor, please complete the following:

Teaching Specializations (multiple choices)
7 Child Dev/Family Studies/Gerontology
8 Fashion
4 Interiors
3 Life Management
6 Nutrition & Food
Other (Describe)
-46-

2 Occupational
6 Cons/H.E.
7 Part-time
7 Full-time

*Verbatims on next page

APPENDIX C6

Butte College
November 6, 1986

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

RESPONSES TO OPEN ENDED QUESTIONS

What helped you most about this workshop? (18 responses)

Seeing that Home Economics saw its need to change its image -- NOT NAME.

Dr. Ambrose -- presentation excellent.

Well organized presentations.

Marilyn Ambrose was great!

The specific discipline packets. Also "promoting" session.

Discussion on Gero. curriculum & Sharon Antonelli's 18 lesson book for ESL.

Class discussion.

Information on Life Management.

The reminder that the "plan" is being used and implemented.

Teaching strategies. Dr. Ambrose's presentation.

The hard out.

It showed there is a real future to HEc.

To understand the whole of H. E.

Meeting different people in the profession.

Gave me new ideas.

Learn the future of H. E.

I have become more aware of the needs in this field.

Gained new ideas for program planning.

What was least helpful? (6 responses)

More specifics on breakouts.

Teaching strategies.

What was least helpful? (continued)

Things that work at San Diego don't work at Weed.

The lunch -- too heavy but good.

Not enough time in specific subject areas.

I am not a teacher so the break out was not totally applicable.

How do you plan to use the information you learned? (14 responses)

Pursue suggested resources.

Will use ideas in updating image, promotion, etc.

In classes.

Apply in classroom.

General knowledge.

To develop an Interiors certificate program.

Curriculum development.

I plan to teach or offer Life Management Class.

Planning new classes & programs.

Course development and improvements.

Think about it and hope I can be as innovative.

Pass on to colleagues and develop interest.

Write a paper on it.

In classes as student/teacher.

Please list any suggestions you have for future workshops. (1 response)

More detailed working out of courses, and matriculation with other CC's.

Note: Respondents who work in more than one classification are tallied according to the percent of time they function in each category. For example, a respondent who is an instructor and a Department Chair is given 1/2 point under each classification category.

Date: November 7, 1986
Location: San Joaquin Delta Coll.
Break-out Sessions Attended:

APPENDIX C7

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

Instructions: Please rate each item listed below by checking the response that *best* describes your reaction. Check only *one* rating. Do not mark between ratings or on the line. A Not Applicable column is available for your use if a particular item was not included in the sessions you attended.

Percentage responses
N = 60

Rate each item below:	Keypunch Number	Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments N.R.	Comments D.R.
1. The workshop met your objectives for attending.	1	26.7	50.0	8.3				13.3	1.7
2. Workshop date and time were convenient.	2	45.0	36.6	11.7	1.7	1.7		3.3	
3. Workshop location was convenient.	3	38.3	36.6	16.7		1.7		6.7	
4. Workshop objectives were: • Clearly stated.	4	56.6	31.6	6.7	1.7	1.7		1.7	
• Achieved	5	33.3	35.0	13.3	1.7			16.7	
5. Content was interesting & stimulating.	6	31.6	46.6	16.7	1.7			1.7	1.7
6. The presentors were well prepared.	7	50.0	33.3	11.7				3.3	1.7
7. The workshop contributed to your knowledge & understanding of how to implement the CCC Home Economics Program Plan.	8	40.0	36.6	11.7	1.7	1.7	5.0	3.3	
8. Information presented was applicable to your teaching specialization(s).	9	33.3	33.3	21.7			5.0	6.7	
9. Instructional resources/references & displays were current & relevant.	10	25.0	40.0	15.0	3.3	3.3		13.4	
10. You gained new ideas for program planning: • Curricula revision.	11	33.4	30.0	23.3	3.3	1.7	3.3	5.0	
• Course modification.	12	25.0	28.3	21.7	3.3	1.7	3.3	16.7	
11. New teaching strategies/techniques introduced were applicable to your classes.	13	26.6	21.6	25.0	6.7		11.7	6.7	1.7
12. Techniques introduced helped you: • Meet the needs of disadvantaged/ limited English speaking/handicapped.	14	5.0	13.3	26.7	5.0		35.0	15.0	
• Promote gender equity.	15	1.7	11.7	18.3	11.7	5.0	25.0	26.6	
• Meet the needs of single parents/ homemakers.	16	3.3	15.0	25.0	3.3	1.7	28.3	23.4	
• Improve & expand working relationships with business & industry.	17	11.7	23.3	25.0	1.7	3.3	18.3	16.7	

What helped you most about this workshop? 45 responses *

What was least helpful? 22 responses *

How do you plan to use the information you learned? 34 responses *

Which do you prefer? 21 Regional Workshops 15 Statewide Conferences 13 Alternate 4 Both 7 N. R.

Please list any suggestions you have for future workshops: (Use back of sheet)
6 responses *

Please check the appropriate descriptions below:

55 Female
3 Male 2 N. R.

Institution:
51½ Com. College
3 High School
2½ 4 Yr. College
1 Other (Describe) County Ed. UC Coop. Ext. 2 N. R.

Classification: see note at top of page
48 Instructor
6 Dept./Div Chair
1½ Administrator
Counselor
2½ Other (Describe) ½ Coor. 1 Proj. Dev. 1/3 ea. Adm., Instr., Co. H. E. 2 N.R.

If instructor, please complete the following:

Teaching Specializations (multiple choices)
18 Child Dev/Family Studies/Gerontology
18 Fashion
7 Interiors
10 Life Management
18 Nutrition & Food
1 Other (Describe) Health 1 N.R.
4 Occupational
4 Cons/H.E.
19 Part-time
27 Full-time
7 N. R.

*Verbatims on next page

San Joaquin Delta College
November 7, 1986

HOME ECONOMICS REGIONAL WORKSHOP EVALUATION

RESPONSES TO OPEN ENDED QUESTIONS

What helped you the most about this workshop? (45 responses)

The handouts of the curriculum for each stand.

Inspiration for one. Marilyn Ambrose.

Getting i ormation and ideas.

Enthusiasm of participants.

Closing session.

Marketing strategies.

New enthusiasm and sharing with new staff members.

Could afford to bring part timers as just one day.

Ideas -- resources.

Fashion workshop.

Teaching strategies. Back to the future presentation.

New ideas.

Reference book exposure.

New ideas, interaction, understand "plan".

The teach ing strategy session was very helpful.

Meeting peers and four year college professors. Learning about task force on curriculum.

Meeting and talking with other community college teachers.

New energy

Teaching strategies and closing presentation.

General acclimation. Ambrose -- indiv. speaker was specific, enthusiastic, a pleasure to hear.

Opportunity to network + professional.

Inspiration/ideas to work out.

What helped you the most about this workshop? (continued)

Networking.

Personal contacts from other facilities.

Teaching strategies.

Enthusiasm of leaders.

Marilyn Ambrose.

Promotion kit and new curriculum guides.

Meeting people in field.

Marilyn Ambrose's presentation.

Last speaker from Chico.

Stimulation to do better.

The specialty break at sessions.

It was all very good.

Dr. Ambrose's presentation -- excellent.

Introduction to Home Ec. field and people.

Overall view of how the life management sub. develop.

Meeting with other instructors.

Sharing ideas and hearing from people in other areas of California.

Finding out what is happening in community colleges.

Enthusiasm of presenters.

Program plan/Ambrose.

Dr. Ambrose.

Meeting peers -- listening to them.

Very dynamic, encouraging speakers!

What was least helpful? (22 responses)

More info for first time attendees/part timers!

Gender equity.

Mediocre presentations.

What was least helpful? (continued)

Breakout sessions.

Luncheon (we are spoiled!).

It was all helpful!

Individualized sessions.

Opening session was a bit wordy.

Home Ec. promotion. I am in the Business Dept.

Opening speech.

A waste of time.

Gender equity as presented in a general session for all subject areas.

The absence of info. about my discipline (nutrition & food).

Sharon Antonelli.

Was not concerned with promoting Home Ec. ___ not applicable to school.

Fashion workshop was disappointing.

Lunch session.

Male enrollment.

Time spent in intro at General session.

Session #2.

Luncheon.

Going over printed material.

How do you plan to use the information you learned? (34 responses)

In classroom and professional fucntioning in organizations.

Interact with community and four year colleges.

Use in classroom.

Reevaluation of programs.

Market on campus and in community.

Numerous ways.

Marketing program.

How do you plan to use the information you learned? (continued)

Revise programs and curricula.

Many ways.

Self-improvement and marketing home ec.

More effective instruction.

Restructure program.

Develop Life Management Course.

In adult education classes.

I am modifying my curriculum and the work of task force is very valuable to me at this time.

Promote our program.

Upgrade course.

In classroom strategies and promoting classes.

First-program marketing!

Follow-up correspondence/visits.

Staff development and parent education.

I have an entire list "to do immediately next week!"

More dept. promotion.

In my classroom - marketing classes.

To develop change in class enrollment. Expand into _____ program.

Start Life Mgt. Course in spring.

Dr. Ambrose ideas for promotions. (I will apply to grant.)

In classroom and promotion in community.

Articulation with post-secondary.

In classroom, moderation of teaching strategies workshop.

Promotion, development.

Promotion.

May use VOICE.

In developing and improving my work.

Please list any suggestions you have for future workshops. (6 responses)

Perhaps panel presentations/workshops -- more time for workshops.

(Should have had) defined content -- did we have a course outline. Someone should have helped Pat Stanley with overheads -- speaker shouldn't have to diddle with that in middle of presentation. Ironically, there was a list on the blackboard in our meeting room which included the program title "Can Aides be stopped?" I guess instructors need help, too!! In another session, an instructor asked, "Is you writing it in your grant?" I think part of the problem is the promotion flyer gave absolutely no info. about what your goals for participants were and what the content of the sessions would be. The session I went to with Rick Ida was a waste of time -- he is pleasant but there was no focus, no new info. Members of the audience spent time doing some complaining about student reading levels, etc. If the session was meant to be a networking one, we should have been told and there would have been no need to do a huge regional meeting. Much of the content didn't pertain to part time instructors who don't have responsibility for contracting with community agencies for course design, for numbering courses, for dealing with chancellor's office, etc...perhaps marketing and content need to address needs of different segments. Timing of conference -- on a Friday of a holiday weekend was not great. I find it interesting that we ended with a speaker from a four year university -- is this to emphasize articulation or because we don't have a dynamic person in community colleges? I didn't hear her introduced (maybe I missed it?). At any rate, that would have been a professional addition and model to us. She was, by the way, articulate, relevant and professional. Marvelous.

Work on job placement techniques.

I felt session "G" was not what was advertised in registration materials -- too broad -- should have stayed with 1 type.

More of Marilyn Ambrose! She was the highlight!!!

How full time faculty can support part-timers to become a more integral part of the campus department.

Other comments: (21 responses)

Congrats. to task force on setting the pace for all H. E. programs in the state.

Limited instructional resources. Pretty weak gender equity. Goals for session unclear. Presenter for meeting needs of single parents/ homemakers was tired.

A bit boring for people who had already read and used plan.

Got up at 4 A.M. to drive to 10:30 meeting. How about Central California? Need two days. All sessions too short. Not enough time. Alternate workshops -- 2 days -- 1 overnight.

Other comments (continued):

Everything always far away from us.

Session "G" slow/boring. Workshop objective achieved and content was insteresting and stimulating, except G.

I am not in a Home Ec. program. (Respondent is a fashion instructor, full-time, in Community College.) Did not really address meeting needs of disadvantaged/LES/handicapped.

Hard to locate workshop location. Did not especially introduce techniques to help meet needs of disadvantaged/LES/handicapped.

Curricula revision -- did it before.. New teaching strategies excellent. Know them but need to do more.

Thanks. Time went so quickly. Really enjoyed it.

Thought it was all very good. Teaching strategies was too short!

Fashion presentation seemed unprepared, wasted time.

Presentation (techniques to meet needs of disadvantaged/LES/handicapped) would have been more in past. She used Support 5 which changed to IIIB a year ago!

Keynote was excellent.

Workshop date and time were convenient -- 3 day weekend.

Disappointing time -- Friday before long weekend. Content was disappointing. Tried to put 20 gallons in 10 gallon hat. Never touched on my area of specialization (nutrition and food).

Excellent workshop date and time -- good for part time people and high school teachers. Speakers were superior. Dietary supervisor less interesting. Good visuals. New ideas (gained) for adding dietary supervisor to school.

Marilyn's presentation more than (contributed to my knowledge of how to implement the CCC Home Economics Program Plan). Pat's teaching techniques were a terrific review and reminder of "how to" and to really take a look at oneself! Excellent. Marilyn's presentation was her very best ever! Makes me proud to be a part of this profession!

Presenters might survey colleges before workshops to suggest material.

Overheads were unreadable in introduction.

I don't know if regional workshops or statewide conferences are better. This was my first time attending any CCHE function.

MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT
1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789
Telephone: 714/594-5611

Adopted by CCCAOE Board.

TO: CCCAOE BOARD OF DIRECTORS
FROM: DICK HAMANN
DICK WRIGHT

SUBJECT: HOME ECONOMICS INSERVICE WORKSHOPS

Several months ago, the CCCAOE Board of Directors endorsed the Program Plan for Community College Home Economics. The draft plan was mailed to all community colleges in August 1985.

The California Community Colleges Board of Governors adopted the plan as a standard of excellence for home economics programs. The comprehensive plan, as you recognized, can give impetus to maintaining the high quality of all-inclusive home economics programs. More important, it can serve as a guideline for future planning and action in such important areas as curricula development, program requirements and standards, career ladders and articulation - lateral, upward and downward.

To achieve its mission, the plan must enlist aggressive support from all community colleges, the over 1,000 full-time and part-time home economics instructors and college administrators, boards and related professionals and business and industry. An essential next step to stimulating commitment and "buy in" is forums for achieving understanding and showcasing the good work that is going on.

A series of eight regional low cost inservice workshops is planned for Fall. Your support is needed to:

1. Encourage the participation of home economics full and part-time instructors, administrators, counselors and related professionals.

2. Promote the use of Title II, Part B and Title III, Part B funds for workshop attendance.

on individual campuses and with all colleges through your newsletter, the Regional organization and other promotional vehicles.

Dick Hamann serves on the Community College Home Economics Professional Development Advisory Committee. Dick Wright is the manager for the Inservice for Occupational and Consumer Home Economics Instructors project.

Your support for the inservice workshops is appreciated. You will be kept informed of progress as it develops.

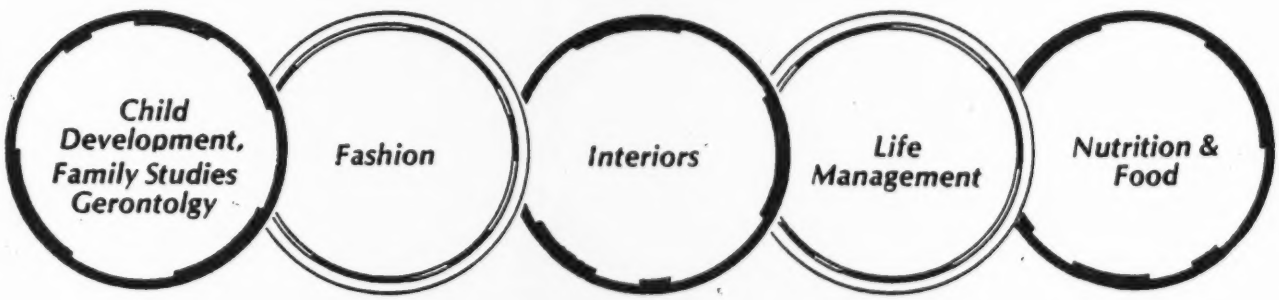
cc: P. Stanley
S. McGillicuddy

COMMUNITY COLLEGE HOME ECONOMICS

REGIONAL WORKSHOPS

Designed for Community College Home Economics Instructors — Full and Part-time, Instructors in Related Areas, Administrators, Counselors. IMPORTANT for Home Economics High School Teachers and for Four Year College/University Teacher Educators.

FEATURING: COMMUNITY COLLEGE HOME ECONOMICS PROGRAM PLAN



General Sessions ● Small Break-out Groups ● Networking ● Articulation
Curriculum ● Teaching Strategies ● Career Opportunities ● Business/Industry Dynamics
Gender Equity ● Program Accessibility for All Students ● and more more more more

EIGHT CONVENIENT ACCESSIBLE LOCATIONS

Friday, September 26	San Diego Mesa
Thursday, October 2	Saddleback
Friday, October 3	Mt. San Antonio
Thursday, October 9	L.A. Mission
Friday, October 10	Sequoias
Thursday, October 30	San Jose City
Friday, October 31	Northern California
Friday, November 7	San Joaquin Delta

All workshops are from 1-5 or 2-6 p.m.

****

Please send registration information:

Name _____ Title _____

College/School _____ ( ) Telephone _____

Address _____ ZIP _____

Please mail to: Shirley McGillicuddy & Associates
671 Chaparral Road, Sierra Madre, CA 91024
(818) 355-8715

APPENDIX D

SHIRLEY McGILLICUDDY & ASSOCIATES

October 15, 1986

Sent To
C. Biancalana
J. Blair
C. Carr
L. Cavis
S. Bucknell
M. Nygren
J. Palmie
B. Pile
M. Rader
G. Thomas
S. Wherry
P. Perfumo
C. Everett
P. O'Brien

We need your help! Five of the eight California Community College Home Economics Regional Workshops have been completed. In just a few weeks, the "tour" will be in Northern California. Experience has shown that a personal contact or nudge helps in getting the target audience motivated to attend sessions. That target is:

Full - Time & Part - Time Home Economics AND Related Subject Area Instructors

Administrators Concerned about the Home Economics Program Plan

Counselors Concerned about Home Economcis Careers

Instructors from High School and Four-Year College Programs.

I am appealing to your commitment to community college home economics. Enclosed are some materials which you can use to quickly and easily send a personalized note to full and part time instructors on your own campus - and to other professionals in your area.

The workshop program is terrific (that assesment is based on evaluations from the first four workshops)! The thought that the opportunity to meet, and grow and renew professionally at a convenient local site will be lost is devastating....please help!

I appreciate your support and your efforts to stimulate local participation.

Regards,

671 CHAPARRAL ROAD • SIERRA MADRE • CALIFORNIA 91024 • (818) 355-8715

"Investing in Human Capital"

"Investing in Human Capital" will be the theme of the Western Regional Home Management-Family Economics Educators Conference, November 13-15, 1986, Miyako Hotel, San Francisco. The utilization and development of human resources has been receiving increased attention in not only family [illegible] community research and [illegible]ng, but also in public pol[illegible] business management [illegible]ference program w[illegible] recent trends and [illegible] which are rele[illegible]ors.

The C[illegible]oe keynoted [illegible]naw Bell, Profess[illegible].nics at Wellesley Co[illegible] speaking on "Comparable Worth". The program will also include: research reports and discussion, teaching information and resource exchange, as well as opportunities to share with professi[illegible]l colleagues. The University [illegible]'fornia Extension Me[illegible]'ill sponsor a festiv[illegible] computer wo[illegible]. demonstra[illegible]are which c[illegible]hing family [illegible]gement and [illegible]

[illegible]s invited from [illegible]leagues throughout [illegible]a. Teachers, re[illegible] and practitioners in [illegible]s of family resource [illegible]gement and family econo[illegible]s are welcome to attend.

For further information contact: Carolyn Norlyn, Campus Events and Information Office, University of California, Memorial Union, Davis, California 95616, 916/753-2815.

Compendium

Regional Workshops

The traditional statewide community college home economics conference for 1986-87 will be replaced by a series of eight [illegible]. Focusing on the newly adopted Program Plan for Community College Home Economics, the workshops are planned for full-time and part-time home economics instructors, instructors in related subject areas, administrators, counselors and other community college professionals.

The four-hour low cost workshops will be repeated in eight accessible locations which will make it convenient for community college home economics instructors to attend. Widespread participation of community college professionals is essential to gaining unification of home economics statewide. Program strength comes through unity enriched by the innovative individuality of local programs. The Program Plan for Community College Home Economics provides a standard for excellence for the future, a standard which capitalizes on past strengths, yet moves froward in aggressive new directions. The "standard bearers" are, of course, local community college home economics professionals.

Regional workshops are in response to local college home economists' requests for small meetings within commuting distances which provide opportunities for interaction to solve common problems and to share innovative programs and projects. Combining general sessions with break-out groups, the workshop format will include sessions for the five subject areas clustered in the plan: Child Development, Family Studies, Gerontology; Fashion; Interiors: Environment, Design, Merchandising; Life Management and Nutrition and Food. Time for networking and review of resource materials will be built-in to the schedule.

Since articulation is a significant part of the Program Plan for Community College Home Economics, secondary home economics professionals and four-year college teacher educators will be encouraged to participate. However, the program will be specifically designed for community colleges.

Where appropriate to community college participants, the workshops will combine with a one and one-half hour discussion of the Dietary Service Supervisor courses approved by the Department of Health Services, Licensing and Certification Division, Regional Nutrition Consultants will lead these discussions. Attendance is important for community college professionals who are providing approved programs for dietetic services supervisors or who are interested in meeting community health care needs through qualifying approved courses.

Workshop attendance is appropriate use of Title II, Part B and Title III, Part B funds according to Pat Stanley, Ed.D., Consumer Home Economics Specialist, California Community Colleges. The workshops are made available through a grant awarded to Mt. San Antonio College, Walnut, by the Chancellor's Office, California Community Colleges.

Home Economics Workshop Schedule

Friday, September 26	San Diego Mesa College
Thursday, October 2	Saddleback College
Friday, October 3	Mt. San Antonio College
Thursday, October 9	Los Angeles Mission College
Friday, October 10	College of the Sequoias
Thursday, October 30	San Jose City College
Friday, October 31	Northern California
Friday, November 7	San Joaquin Delta College

Comments and suggestions are welcome. For convenience, a tear-off eply form is included.

Please send registration information for **COMMUNITY COLLEGE HOME ECONOMICS REGIONAL WORKSHOPS** to:

Name _____ Title _____

College _____ Best time to reach: ( ) Telephone _____

Mailing Adress _____ ZIP

Suggestions for workshops:

MAIL TO: Shirley McGillicuddy
671 Chaparral Road
Sierra Madre, CA 91024
(818) 355-6715

APPENDIX D

Chea Contempo

Vol. 66, No. 1 | CALIFORNIA HOME ECONOMICS ASSOCIATION | September, 1986

COMMUNITY COLLEGE REGIONAL WORKSHOPS THIS FALL

The traditional statewide community college home economics conference for 1986-87 will be replaced by a series of eight regional workshops this fall. Focusing on the newly adopted Program Plan for Community College Home Economics, the workshops are planned for full-time and part-time home economics instructors, instructors in related subject areas, administrators, counselors and other community college professionals.

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Workshop attendance is appropriate use of Title II, Part B and Title III, Part B funds according to Dr. Pat Stanley, Consumer Home Economics Specialist, California Community Colleges. The workshops are made available through a grant awarded to Mt. San Antonio College, Walnut, by the Chancellor's Office, California Community Colleges.

Regional workshop dates and locations are in the process of being confirmed with host colleges. The tentative schedule is as follows:

Friday, Sept 26
San Diego Mesa
Thursday, Oct 2
Saddleback
Friday, Oct 3
Mt San Antonio
Thursday, Oct 9
Los Angeles Mission
Friday, Oct 10
Sequoias
Thursday, Oct 20
San Jose City
Friday, Oct 31
Northern California
Friday, Nov 7
San Joaquin Delta

MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT

September 10, 1986

As you know, a series of eight conveniently located regional workshops for community college Home Economics instructors and related professionals is scheduled for this Fall. One feature of these workshops will be a Resource Showcase of innovative projects/programs developed by local colleges.

Experience has shown that dissemination of exemplary activities is often a challenge. Learning from the successes of other professionals is always a highlight of workshops and conferences. Time will be included during registration and breaks for viewing the showcase and for networking.

Your program/project has been recommended as a feature of the showcase.

I would appreciate it if you would send a description or display of the project/program to me by September 20th. Please include the name and address of a follow-up contact person for participants to write to for more information.

Please send materials to:

Shirley McGillicuddy & Associates
671 Chaparral Road
Sierra Madre, CA 91024
(818) 355-8715

Please indicate if the materials are to be returned or whether they can be placed with the California Community Colleges for future use. Thanks for your cooperation.

Sincerely,

Shirley McGillicuddy
Project Director

cc: P. Stanley

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Community College Home Economics 1986 Regional Workshops Wrap

January 1987

Introduction

Last fall, a series of Home Economics Regional Workshops specifically designed for community college full and part-time instructors and other interested professionals, was held in seven locations around the state. 319 participants registered and attended the workshops. In addition, 36 students were registered participants and an estimated 30 to 40 host college administrators and students sat in on parts of the workshops. In all, close to 400 individuals from community colleges, high schools, four-year colleges and state agencies attended.

Regional workshops had not been sponsored by the California Community Colleges, Chancellor's Office for about seven years. Statewide meetings had been used to interact with and provide inservice for community college home economics professionals. Regional workshops were recommended by the Home Economics Advisory Committee. The increase in number reached — better than 100% over state meeting attendance — dramatizes the wisdom of the committee's recommendation.

Participants' views are the most important quotient in evaluating the success of the workshops. Your enthusiasm and positive response demonstrate the value of locally-held workshops. Your suggestions for improvement for the future are also valuable and will be given consideration.

This Home Economics Regional Workshop Wrap is designed to "wrap up" the workshops and provide an impetus for implementing your own action plan. It also is a forum to "rap" about what comes next in the aggressive plan for Home Economics Program development and promotion in California's community colleges. Included in the newsletter are presentors' abstracts of their presentations, a summary of participants' discussion in concurrent sessions and some reminders of resources and future dates which are vital to you.

A Standard for Excellence . . .

The Program Plan for Community College Home Economics is a standard for excellence which serves as a guide for the development of home economics programs and courses in the five areas of specialization: Child Development, Family Studies and Gerontology; Fashion; Interiors; Life Management and Nutrition and Food. Local college implementation and interpretation of the plan are already demonstrating the excitement and enthusiasm for a new standard which will take home economics into the decade ahead and to the 21st century. To be effective, it must remain flexible and responsive to changing needs of individuals, families and communities and job market demands.

Developed by a representative task force, the plan carefully reflects field input. Thoughtful consideration was given to a change from the name home economics and it was concluded to be the best umbrella for the five specializations. The opportunities for home economics as the only community college discipline with a comprehensive plan are significant.

Changes which have come about because of the plan include: the COMPENDIUM newsletter which expands communications among community college professionals statewide, site visits to volunteer colleges by a representative team of qualified "peers," identification and promotion of Life Management as a general education option, articulation and marketing strategies.

To help promote the plan and home economics, participants are urged to be professional, support their professional organizations and consider AHEA certification.

Dr. Pat Stanley, Specialist
Consumer/Home Economics
California Community Colleges

Word about the Program Plan for Community College Home Economics is spreading . . . read page 20 of the article titled "Home Economists in Health Care and Human Services," FORECAST, January 1987.

Back To The Future . . . A Plan for Action

Home Economics and technology go hand-in-hand, since home economics is a discipline to improve the quality of life and technology is a means for improving the quality of life. Historically, all basics in life took place in the home. Today, we're expanding and more than ever interlocked with business, industry and outside services and agencies.

Home economics, however, is an integrative discipline combining sciences, arts and humanities and specialization continues because of the complexity of these disciplines. However, home economics is the only integrative discipline with the whole greater than its parts. Hence, the name home economics. Home economics is our "generic" identification — our specializations are multiple — our strength comes from the interaction of these specializations melded into the integrative whole.

By addressing current issues today through home economics-related careers, we see the relevance of programs. Future directions build on the confidence and pride gained through reviewing the history and accomplishments of home economics.

Public relations has been defined as "the fine art of making sure something is no sooner done than said." Marketing and public relations gain strength through a thematic, unified approach. This is important to home economics in California community colleges and will be facilitated through the promotional kit mailed to all community colleges in December. Local colleges are encouraged to develop their own plan of action utilizing the kit appropriately.

Dr. Marilyn Ambrose, Chairperson
School of Home Economics
CSU, Chico

Promotional Kit Mailed Statewide

Designed to provide tools for local Home Economics Departments to promote programs, market the profession and develop a plan of action for a public relations program, the comprehensive kit includes a wide variety of promotional items. Many are camera-ready for localization. Funded through a grant awarded to the Northern California Higher Education Council by the California Community Colleges, additional support from the California Home Economics Association, Extended Education Fund, expanded placement of the kit to include secondary and four-year schools.

For information on ordering additional kits or folders alone, write or call: Arlene Hetherington, NCHEC, C/O CSU, CHICO, CA 95929 0865, (916) 895-5901.

Five Home Economics

Objectives:

- Interpret specializations in the comprehensive Program Plan for Community College Home Economics.
- Provide an understandi to the Plan.
- E pl c m

All five home economics specializations focused on indepth discussion of the appropriate chapter in the Program Plan and gained input on experiences and concerns. The brief summary of each session concentrates on unique topics which were discussed. Participants in all sessions shared some common concerns, particularly the relationship with adult education. This should become clarified through Title V regulations.

Child Development, Family Studies & Gerontology

Abstract

The important responsibility for community colleges to articulate with programs concerned with Child Development, Family Studies and Gerontology and to disseminate information about experiences, programs and courses through statewide, regional and local presentations was stressed. A discussion of current trends which affect professionals, e.g. shifting populations to large concentrations in the 65 + age group, child care needs and requirements, led to an examination of emerging careers and new directions for community college programs. Techniques and methods which could be used to present subject matter to students with special needs, i.e. hearing, sight, physically and mentally impaired and limited English speaking was given particular attention. Through a sharing of participants' experiences on their own campuses, opportunities for promoting the effectiveness and value of Child Development, Family Studies and Gerontology were explored and unique programs were identified.

Norma J. Meyerholz, Chairperson
Rick Ida, Instructor
Diablo Valley College

Participant Discussion

Foster Parent/Nanny Training: Multiple concerns about liability instructors; training support groups, e.g. social workers; perception th NannyTraining is "glorified baby sitter." Nanny Training will be the top for a session at the combined CCCHE/CCCECE Fall 1987 conference. Sacramento City College offers a certificate in Nanny Training.

Gerontology: Limited job opportunities currently, some growth in elder ly day care. Need to retrain 55 + year olds for new jobs.

Lab Experience: On-campus experience should be encouraged as preferred learning.

School-Age Child Care: Growing need, interpretation of licensin restrictions, Santa Monica City College program involved the recreation department.

Texts: Standardization between colleges probably not appropriate because of local control and varied clients.

Special Needs Students: Opportunities for work in child care impor tant to tap into nurturing skills which may not match academic skills

Utilization of Program Plan: Vehicle for rewriting and updating courses and course outlines and to justify programs.

Fashion

Abstract

The fashion industry is rapidly growing and exciting. Curriculum in California community colleges has tremendous opportunity for companion growth and change. Community colleges provide training in technical skills essential for employment.

The primary purpose of the plan is to improve existing programs and courses. It is also an effective guide for developing new programs. Fashion outlines need expansion to meet Title V requirements and can best be approached through a cooperative effort. Those who signed up to re-write course outlines should send these to Diane Smith, Mesa College, 7250 Mesa College Drive, San Diego, 92111.

Career opportunities for students and the need for coordination of placement and recruitment to combat private schools and the importance of evaluation and assessment were discussed.

Diane Smith, Instructor
Mesa College

Participant Discussion

Career Opportunities: Utilize the career section of the program plan (page 38) and promote student participation in the Fashion Careers Contest. Statistics show 80% of male fashion students who go into the industry stay.

Course Classification: Most participants indicated fashion classes were under Family Studies, Family and Consumer Studies or listed as Fashion Design and Merchandising.

Student Organization: A student shared the value of a student club, Fashion Forum, in providing field trip opportunities not possible during class time.

Texts: Consensus was — for beginning sewing, NEW SIMPLICITY SEWING BOOK @ $4.95; for more advanced, READER'S DIGEST COMPLETE GUIDE TO SEWING.

The Fashion Careers Contest

Saturday, May 2, 1987
California Apparel Mart, Los Angeles

For Information Contact:

Los Angeles
SHARON TATE
THE FASHION CENTER
(213) 746-0800, EXT. 475

Orange County
JOANN DRIGGERS
MT. SAN ANTONIO COLLEGE
(714) 594-5611, EXT. 684

San Diego
DONNA ROLL
SAN DIEGO COMMUNITY COLLEGE DISTRICT
(619) 584-6570

Life Management

Abstract

Recommended program options available to students include Life Management, Financial Management and Equipment Management. The CSU, Long Beach Curriculum Development for Life Management draft was distributed. The final curriculum will be mailed Spring, 1987.

Experiences of colleges gaining success in offering the program/courses and enrollment growth were cited as a strong impetus for individual colleges to work for curriculum approval. Rationale for justifying Life Management under General Education and G.E., Category E were presented. The importance and justification for having courses taught by home economists and the value of an interdisciplinary approach were stressed.

Techniques for introducing Life Management to the Curriculum Committee for approval include reviewing all courses currently offered at the college; reviewing what other colleges are doing; building a support system from other instructors, the department/division chairpersons, the Advisory Committee, dean and other divisions. Planned strategy and advance preparation and communication with the Curriculum Committee is essential.

Life Management is important for special populations, i.e. disadvantaged, handicapped, limited English speaking. The flexibility of tailoring Life Management courses to meet individual needs and educational levels leads to varied modes of presentation — traditional three-unit semester-long course, short one-unit segments or noncredit workshops.

Dr. Hazel Hill, Division Chairperson
San Joaquin Delta College

Participant Discussion

Approval: Alan Peterson, Dean, Program Approval & Evaluation, CCC, stated if a college has an existing Home Management course, the name change to Life Management does not need state approval.

Cross Listing: Existing class for reentry students in counseling (taught by H.E. Dept.) should be eligible for cross list, the home economics course can transfer.

Curriculum Committee Approval: One dean at a meeting of the Chief Instructional Officers Board said Life Management should be sold on the quality of the course.

Life Management Programs: Community colleges: Crossmont, Mt. San Antonio, Palomar, West Valley, Four-year: CSU, Chico and Long Beach.

Subject Areas of Specialization

or commonalities and unique applications of m ity college programs.
ng of and promote commitment

- **Provide information on careers related to the specializations with emphasis on opportunities for students with special needs.**

Interiors

Abstract

Participants were oriented to the current field of Interior Design as a profession through a discussion of the professional and accrediting organizations involved in the subject area. Concerns were expressed as to how much influence these organizations have over hiring practices and, therefore, over educational curriculum. The Interiors chapter was developed to meet industry needs and the organizations' requirements in effect at the time.

The remainder of the session explored ways in which the chapter could be used and the importance of Advisory Committees for curriculum development, student placement and resource support.

Marjorie Chitwood-Burri, Coordinator
Mt. San Antonio College

Participant Discussion

Fund Raising: Activities to generate funds for Interiors programs and resources are needed.

Facilities: Saddleback College facilities are a wonderful example of creative environment.

Professional Organizations: ASID allows no dual memberships; ISID does. Educators should be encouraged to join IDEC. Standards are being updated for the NCIDQ test — a new agency is computerizing the test to make it more significant.

Programs: Interior Design Fundamentals is a basic class for all levels. A Specifications & Codes course is needed, especially in Commercial Design.

Transferability: Students should be able to transfer any class from one community college to another. Similar courses should have the same CAN identification.

Nutrition & Food

Abstract

Methods of expanding a Nutrition & Food curriculum to prepare students for employment, transfer, lifelong learning and to serve as an educational component for other programs were described. Career opportunities and training needed for entry level, occupational training, two-year programs and for professional levels were discussed.

Programs and courses defined included Restaurant/Food Service Management, Dietetic Service Supervisor, Dietetic Technician, Dietetics, Chef and Cook Training, Catering, Waiter/Waitress Training, Nutrition, Health and Fitness and Food and Equipment. A matrix of programs and courses was described.

Implementation suggestions included offering coursework in nontraditional ways, developing and updating curriculum, using business facilities for training, divising methods of assessing and being accountable for programs, hiring enthusiastic instructors and getting ADA approval for Dietetic Technician programs. Special populations may be reached by offering classes on weekends, late afternoon and evenings. Less rigorous classes might be offered at the same time as transfer but with a different section (nontransfer) to meet needs of limited English speaking or disabled students.

Deanna Hauser, Instructor
Merced College

Avril Lovell, Instructor
Rancho Santiago College

Participant Discussion

Articulation: Essential to avoid duplication, overlap and maximize effectiveness of high school, two and four-year college programs.

Business/Industry Tie: TIE (Together Industry & Education), DIBI (Dietitians in Business & Industry) and other organizations are sources of program support.

Foods: Food courses need revitalizing; Long Beach City College offers four short courses under basic skills A - D. Introductory Foods, a one-year course, allows more committed students to transfer to hotel/restaurant management program.

Nongraded Classes: Specialty classes, e.g. microwave, pasta making, ½ unit modules on special health problems offered late afternoon/weekends have more appeal.

Nutrition: Consider making it an Applied Science requirement, expanding offerings, reviewing courses offered nursing students and catalog listing.

Trends: Programs can build on current interest in health, fitness, wellness, weight control which can adapt to interdisciplinary offerings.

Dietary Service Supervisor Courses Workshop

At four workshops: *Los Angeles Mission, San Diego Mesa, San Joaquin Delta & Sequoias, a special session focused on meeting the requirements for course approval for Dietary Service Supervisors, Gloria Johnson, Ardene Nakagawa and Nemisia Reyes, Nutrition Consultants, Licensing & Certification Division, Department of Health Services, conducted the workshops. Participants were urged to build on the Chaffey College innovative and successful program.*

Gender Equity

Single Parent/Homemaker

Strategies discussed for improving sex equity included networking with other programs on campus, i.e. physical education, science, fire science, health; offer classes in community-based locations which attract both sexes; understand the student population and their objectives on your own campus and appeal to their interests/needs; keep administrators and counselors better informed of curricula so students will be directed to home economics classes.

Strategies discussed for the single parent/homemaker included the importance of time management, parenting and nutrition skills for dual role responsibilities; the need for interaction with other students in a similar situation; the value of personal image classes, to develop confidence and self-presentation skills.

Sharon Antonelli, Instructor
San Jose City College

Each community college has received a report of the San Jose City based project INTRODUCTION TO CONSUMER SOCIETY, which provides lesson plans for CHE outreach in parenting, nutrition and consumer education. Sharon Antonelli directed this project which is a comprehensive and valuable resource for teaching the Single Parent/Homemaker.

Teaching

Strategies

This session was designed to increase teaching effectiveness through exploring teaching techniques to model including organization of a lesson, strategies based on educational research and ideas for new resources. Suggested resources were VOICE, Master Teachers/Teacher Educators, peer networking, individual creativity and personality and the school's philosophy and envinroment.

Learning activities illustrated included discussion, role playing, debate, panels, demonstrations, simulations, games, questioning, community resources, audio visuals, value clarification and case studies. Lecture is the least interesting and effective.

Guidelines for designing fair and meaningful tests/student evaluation and the importance of ongoing teacher and course evaluation were discussed.

Dr. Pat Stanley, Specialist
California Community Colleges

Focus on the Future

The strength of home economics in California community colleges comes from each individualized local program. Now is the time to focus on the future. Now is the time to . . .

ANALYZE current programs to determine needs for improvement utilizing the Program Plan for Community College Home Economics as a guide.

INITIATE change in curriculum, course outlines, outreach, teaching strategies and techniques, student enrollment patterns.

COMMUNICATE locally, regionally and statewide about your experiences, innovations, successes and concerns through COMPENDIUM and at meetings.

SHARE comments and recommendations for Program Plan revisions, curriculum development, field test experiences, model programs. Send to: Pat Stanley, Specialist, Consumer/Home Economics, California Community Colleges, 1107 Ninth Street, Sacramento, CA 95814.

COLLABORATE and cooperate to avoid duplicate and repetitious activity — build on the experience of others.

DEVELOP and implement a plan of action to promote home economics utilizing the resource materials in the promotional kit.

FUTURE DATES

March 5
California Home Economics Liaison Committee on Articulation meets jointly with Northern California Home Economics Educators to further define CAN, CSU, Sacramento

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March 27 - 29
CHEA Biennial Convention, San Diego Town & Country Hotel Special sessions designed for community college professionals

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May 2
The Fashion Careers Contest.
(See Page 2)

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October 17 - 19
Combined CCCECE/CCCCHE statewide meeting, Long Beach

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Home Economics Consortium Tri Counties Curriculum Workshop (See announcement enclosed).

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Vocational Instructional Staff Workshops
Watch for announcements of upcoming regional workshops

Compendium

COMPENDIUM is a quarterly publication designed specifically as a communications vehicle for California community college home economics educators. Subscriptions are the only source of income. Annual subscription cost is *only* $5.00 for an individual, department or college. Keep COMPENDIUM publishing. Use the convenient form to subscribe today and learn about news, trends, educational innovations and a lot more!

Make checks payable to SIERRA COLLEGE
Mail to: Robert Wicksterom
Business Manager
5000 Rocklin Road
Rocklin, CA 95677

Mr./Mrs./Ms. _____

Address _____

City _____ State _____ Zip _____

VOICE

(Vocational & Occupational Information Center for Education)

721 Capitol Mall — 4th Floor
Sacramento, CA 95814
(916) 445-0401

This free resource/information service has a wealth of information. Support materials for the Home Economics Program Plan are available on loan from VOICE. Included are the Resource Lists for the five subject areas and the matrix of programs/courses where appropriate.

Sponsor

The Home Economics Regional Workshops were made possible through a grant awarded to Mt. San Antonio College by the California Community Colleges, Chancellor's Office. Richard Wright, Administrative Dean, Occupational Programs, served as project manager; Marjorie Chitwood-Burri, Coordinator, Home Economics Department, served as a resource. Dan Estrada, Specialist, Special Projects and Dr. Pat Stanley, Specialist, Consumer/Home Economics monitored the project for the Chancellor's Office. The workshops were implemented by Shirley McGillicuddy & Associates, Sierra Madre, CA.

This project was supported by Vocational Education Act of 1984 funds (Title II, B and III, B).

"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."

Home Economics
Regional Workshops
671 Chaparral Road
Sierra Madre, CA 91024

ERIC Clearinghouse for Junior Colleges MAY 15 1987